DOCUMENT RESUME

ED 096 734 EA 006 408

AUTHOR	Heath, Kathryn G.
TITLE	Ministries of Education: Their Functions and Organization. Bulletin 1961, No. 21.
INSTITUTION	Office of Education (DHEW), Washington, D.C.
REPORT NO	OE-14064
PUB DATE	62
NOTE	689p.
AVAILABLE FROM	Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Bulletin 1961, No. 21, $2.50)
EDRS PRICE	MF-$1.20 HC-$33.00 PLUS POSTAGE
DESCRIPTORS	*Administrative Organization; *Comparative Education; Cross Cultural Studies; Developed Nations; Developing Nations; *Educational Administration; Government Role; International Education; *National Programs; National Surveys; Organization; *Public School Systems
IDENTIFIERS	*Ministry of Education

ABSTRACT

This book focuses on the public administration of education at the national level of governments. Specifically, it relates to functions and organization--rather than to educational systems per se. The first part is devoted to a multinational comparative analysis, presenting comparative data on functions and organization of the ministries, together with brief study findings. The next part contains national sections, each of which summariezes official materials on a country-by-country basis. Presented in these sections are some background data concerning the government setting in which educational administration functions; and the official bodies concerned with education. The study is based on official materials supplied or referenced by 69 governments in response to a questionnaire. (Author/WM)

ED 096734

BEST COPY AVAILABLE

OE-14064
Bulletin 1961, No. 21

Ministries of Education:

THEIR FUNCTIONS AND ORGANIZATION

By KATHRYN G. HEATH
Office of Education

United States of America
with the cooperation of Sixty-nine Governments

U S DEPARTMENT OF HEALTH.
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

EA 006 408

U. S. DEPARTMENT OF
HEALTH, EDUCATION, AND WELFARE
ABRAHAM RIBICOFF, *Secretary*
Office of Education, STERLING M. MCMURRIN, *Commissioner*

UNITED STATES
GOVERNMENT PRINTING OFFICE
Washington : 1962

For sale by the Superintendent of Documents, U.S. Government Printing Office
Washington 25, D.C. - Price $2.50 (paper)

Dedication

Countless changes of an economic, political, and social character have occurred around the world since 1930. That year, the Office of Education published its now out-of-print first study on Ministries of Education to assist administrators, educators, and scholars in the United States of America. Three decades later, this second study on the same subject offers evidence that many of these changes had their impact on functions and organization of Governments at the National level in the field of education.

The Office of Education wishes it might acknowledge its appreciation to every person in the 69 cooperating Governments who helped in supplying the materials and information for this study. Lacking a complete roster of these individuals in each of the Governments, it must content itself with a more general expression of deep appreciation for the outstanding cooperation received. For this unstinting assistance, permit me to express the appreciation of the Government of the United States of America, its Office of Education, and the author. This type of multinational study could be prepared in the Office of Education only with the help of Ministers of Education, Ministers of Foreign Affairs, and their respective staffs in capitals abroad, regular Diplomatic Missions accredited in Washington, the Organization of American States and the United Nations Information Centre in the same city, and various parts of its own Government at home and abroad—Department of State; International Cooperation Administration [1]; Library of Congress; Library of the Department of Health, Education, and Welfare; United States Information Agency; and the Office of Education.

It is our sincere hope that each cooperating Government will find its labors repaid in part by the materials herein presented. To all who helped, the study is dedicated.

STERLING M. MCMURRIN,
United States Commissioner of Education

May 31, 1961

---

[1] The International Cooperation Administration (ICA) merged with the Development Loan Fund to become the Agency for International Development (AID) in keeping with provisions of *Public Law 87–195* of September 4, 1961.

Foreword

The year after the Office of Education was created in 1867, its first studies relating to education in other lands were published in the annual report made by the Commissioner of Education to the Congress. Intervening years have brought a long list of bulletins concerning education in many different countries. The present bulletin, MINISTRIES OF EDUCATION: THEIR FUNCTIONS AND ORGANIZATION, is focused on the public administration of education at the National level of Governments. Specifically, it relates to functions and organization—not to educational systems per se. It is a factual study without attempting to appraise successes or failures.

Differing from other studies over the past 94 years, the MINISTRIES OF EDUCATION bulletin is the product of intergovernmental cooperation in response to an invitation to every Government with which the United States of America exchanged regular Diplomatic Missions at the time the United States questionnaire on Ministries of Education was transmitted in December 1956. The study is based on official materials supplied or referenced by 69 Goverments in response to this questionnaire.

Multilanguage data from 69 different National settings pose innumerable problems of interpretation. Precautions were taken to reduce to a minimum the possibility of error. To cite one example, each Government reply was summarized as a National section and returned to the Government concerned with an invitation to review it for factual accuracy prior to use in making the multinational comparative analysis in Part I and its publication in Part II of this bulletin.

The main body of the bulletin consists of two parts: Part I is devoted to a Multinational Comparative Analysis. It presents comparative data on functions and organization of the Ministries, together with brief study findings. Part II contains National Sections, each of which summarizes official materials on a country by country basis. Some background data concerning Government setting in which educational administration functions; official bodies concerned with education; organization; authority, responsibility and functions; and administration are presented in the National Sections.

Official Government or intergovernmental organization translations were not available for Constitutions or documents of constitutional type referenced by some of the Governments represented in this study. The Office of Education is therefore grateful to Amos J. Peaslee, with his long experience in Constitutional and international law, for permission to quote from two editions of his copyrighted compilations of *Constitutions of Nations*.

Pictures and seals are reproduced by courtesy of appropriate Governments. In specific identification of source, some pictures bear copyright notation. The Office of Education wishes to thank Governments and photographers for permission to publish the pictures and the seals in this bulletin.

It is hoped that the MINISTRIES OF EDUCATION volume will prove of unique value in promoting increased understanding of the organization, functions, problems, and progress in public administration of education.

BESS GOODYKOONTZ
Director
International Educational Relations

OLIVER J. CALDWELL
Assistant Commissioner for International Education

Contents

Page
DEDICATION VII
FOREWORD IX

PART I—MULTINATIONAL COMPARATIVE ANALYSIS

CHAPTER I. INTERNATIONAL PERSPECTIVE 3
  Mutual Aid 4
  Intergovernmental Organizations 5
  Action 11
  Ministry Settings 13
  Some Cautions 15
    1. Types of Nations 15
    2. Political party control and organization 15
    3. Study focus 16
    4. Approach to law 16
    5. Educational standards 17
    6. Terms 17
  Methods 17
  A General Table (Table 1) 19
CHAPTER II. NATIONAL PERSPECTIVE 23
  Ministries of Education (Table 2) 23
    Form of Nations 24
    Names and numbers of Ministries 25
    Place in Government 26
    Landmarks in development 26
    Legal basis 28
    Languages 29
    State-related faiths 30
  Other National Level Ministries 51
  National Non-Ministerial Entities 52
  Other Bodies 53
  Ministers of Education (Table 3) 54
    Official titles 54
    Appointing authority 55

Page

CHAPTER II. NATIONAL PERSPECTIVE—Continued
- Qualifications by law 56
- Basis for term of office 57
- Legislative service 58
- Superior authorities 58
- Cabinet membership 71
- Length of Service (Table 4) 71

CHAPTER III. ORGANIZATION OF MINISTRIES 75
- Vesting of Power 75
- Centralized Line Organization 78
- Line and Staff Organization 82
- Dispersed and Staff Organization 86
- Comparisons With the 1930 Study 89
  - National level advisory bodies 90
  - Republic of Guatemala 90
  - Italian Republic 91
  - Kingdom of Belgium 92
  - Kingdom of Iran 93
  - Oriental Republic of Uruguay 94
  - United Kingdom of Great Britain and Northern Ireland 95
  - French Republic 98
  - United Mexican States 100

CHAPTER IV. FUNCTIONS OF MINISTRIES 103
- Assignment of Authority and Responsibility 103
- Multiple Variations in Definitions 104
- Similarities and Differences in General 105
- Functional Areas in General 107
- Assistance Functions for Education 108
  - International educational relations (Table 5) 110
  - Advisory technical services 114
  - Financial aid 117
  - Publications and research 118
- Operating Functions in Education 119
  - Institutions and Organizations 119
  - Personnel 123
  - Pupils and students 123
- Other Operating and Staff Functions 125
  - Libraries 125
  - National treasures 126
  - Fine arts galleries and museums 126
  - Other civic and cultural programs 126
  - Other program areas 127
- Means of Communication 127

5

Page

CHAPTER V. STUDY FINDINGS IN BRIEF 131
Education and the International Scene 131
Major Administrative Entities for Education 134
Languages and Religions 135
The Education Portfolio 136
Education Power 137
Administrative Organization 138
Advisory Organs 138
Ministry Action 139
A Closing Word 141

Tables

1. IBE, United Nations, and UNESCO Member States as of December 6, 1956 with information on transmittal of questionnaire for the second Office of Education study of Ministries of Education; replies received; transmittal, review, and completion of National sections; and representation in the first study 20
2. National level Ministries of Education listed by cooperating Nation with related information on form of Nations in law, historical development and legal bases of Ministries, languages, and State-related faiths 32
3. National level Ministers of Education with related information on title, appointment, qualifications, basis for term of office, legislative membership, and superior officers and bodies in cooperating Governments 60
4. Length of service of 57 Ministers of Education based on terms served by predecessors of incumbents at the time respective Governments replied to the questionnaire 72
5. Number and percentage of 67 Governments reporting Ministry of Education internationally related assistance in specified areas 114

PART II—NATIONAL SECTIONS

INTRODUCTION 145
AFGHANISTAN, KINGDOM OF 147
ARGENTINE REPUBLIC 153
AUSTRALIA, COMMONWEALTH OF 160
AUSTRIA, REPUBLIC OF 169
BELGIUM, KINGDOM OF 175
BRAZIL, UNITED STATES OF 182

Page

BURMA, UNION OF 190
CANADA 196
CHILE, REPUBLIC OF 205
CHINA, REPUBLIC OF 212
COLOMBIA, REPUBLIC OF 219
COSTA RICA, REPUBLIC OF 226
CUBA, REPUBLIC OF 233
CZECHOSLOVAK REPUBLIC 238
DENMARK, KINGDOM OF 243
DOMINICAN REPUBLIC 251
ECUADOR, REPUBLIC OF 257
EL SALVADOR, REPUBLIC OF 263
ETHIOPIA, EMPIRE OF 268
FINLAND, REPUBLIC OF 275
FRENCH REPUBLIC 283
GERMANY, FEDERAL REPUBLIC OF 290
GREECE, KINGDOM OF 298
GUATEMALA, REPUBLIC OF 305
HAITI, REPUBLIC OF 312
ICELAND, REPUBLIC OF 319
INDIA 325
INDONESIA, REPUBLIC OF 336
IRAN, KINGDOM OF 343
IRAQ, REPUBLIC OF 349
IRELAND 355
ISRAEL, STATE OF 364
ITALIAN REPUBLIC 373
JAPAN 380
JORDAN, HASHEMITE KINGDOM OF 386
KOREA, REPUBLIC OF 391
LAOS, KINGDOM OF 401
LEBANESE REPUBLIC 411
LIBERIA, REPUBLIC OF 418
LIBYA, UNITED KINGDOM OF 426
LUXEMBOURG, GRAND DUCHY OF 432
MEXICAN STATES, UNITED 437
NEPAL, KINGDOM OF 443
NETHERLANDS, KINGDOM OF THE 452
NEW ZEALAND 460
NORWAY, KINGDOM OF 469
PAKISTAN 476
PANAMA, REPUBLIC OF 483

Page

PARAGUAY, REPUBLIC OF 490
PERU, REPUBLIC OF 494
PHILIPPINES, REPUBLIC OF THE 501
POLISH PEOPLE'S REPUBLIC 510
PORTUGUESE REPUBLIC 516
SAUDI ARABIA, KINGDOM OF 523
SPANISH STATE 528
SUDAN, REPUBLIC OF THE 535
SWEDEN, KINGDOM OF 541
THAILAND 549
TURKEY, REPUBLIC OF 558
UNION OF SOUTH AFRICA 567
UNION OF SOVIET SOCIALIST REPUBLICS 575
UNITED ARAB REPUBLIC 580
UNITED KINGDOM OF GREAT BRITAIN AND NORTHERN IRELAND 588
UNITED STATES OF AMERICA 602
URUGUAY, ORIENTAL REPUBLIC OF 610
VENEZUELA, REPUBLIC OF 617
VIET-NAM, REPUBLIC OF 624
YEMEN, KINGDOM OF 631
YUGOSLAVIA, FEDERAL PEOPLE'S REPUBLIC OF 633

APPENDIXES

APPENDIX A. STUDY PLAN AND METHODS 643
- Documents and Letters 643
  - 1. Covering Instruction 644
  - 2. The Questionnaire 645
    - Drafting the Questions 645
  - 3. Invitation to Governments 647
  - 4. Background Information 648
  - 5. Letter to Diplomatic Representatives 649
- Multinational Coverage 650
  - Number of Returns 650
- Information on Analysis and Interpretation 651
  - Source Materials 652
  - Format and Style 654
  - Content of National Sections 655
  - Length of National Sections 656
  - Terminology 656
  - Variety of Languages 657

Page

APPENDIX A—Continued
- Invitation to Review National Sections 658
  - Suggested Timing for Comments 658
  - Use of Comments Received 659
  - General Content of Invitations 659
  - Number and Timing of Responses 660
- Government Channels 660
- Interviewing Techniques 661
- Chronology 662

APPENDIX B. UNITED STATES QUESTIONNAIRE ON MINISTRIES OF EDUCATION [December 6, 1956] 663
APPENDIX C. DRAFT COMMUNICATION FOR USE IN PERSONALLY PRESENTING THE QUESTIONNAIRE 669
APPENDIX D. BACKGROUND INFORMATION FOR GOVERNMENTS 671
APPENDIX E. ANNOUNCEMENT OF STUDY TO DIPLOMATIC MISSIONS ACCREDITED IN WASHINGTON 675
APPENDIX F. SAMPLE OF INVITATIONS TO REVIEW NATIONAL SECTIONS 676
APPENDIX G. OFFICE OF EDUCATION QUESTIONNAIRE ON MINISTRIES OF EDUCATION [1930 Study] 678
APPENDIX H. ABBREVIATIONS AND THEIR MEANINGS 680
COVER SEAL IDENTIFICATION 684

Illustrations

[Photographs in this bulletin are, for the most part, illustrative of specific *subject matter content*. A photograph from each Government contributing pictorial material is included. For the purpose of illustrating as many different functions as possible, a few other pictures from some of the same Governments also are included.

Individual pictures may represent an educational function handled differently at the National level in different Governments or unique to a particular Ministry of Education, a function common to various Ministries of Education, or a composite of particular educational action at National level outlined in one of the National sections of Part II of the bulletin.

Selection of pictures is in keeping with the plan outlined in the invitation to the Governments to furnish material to illustrate "specific functions performed by the Ministry." (*See* Appendix F.)]

	Page
Australia, Commonwealth of	112, 166
Austria, Republic of	172
Brazil, United States of	183
Canada	87
China, Republic of	79
Cuba, Republic of	236
Denmark, Kingdom of	248
Finland, Republic of	280
Germany, Federal Republic of	293
India	124, 333
Ireland	361
Israel, State of	369
Italian Republic	92
Japan	382
Korea, Republic of	393
Laos, Kingdom of	409
Liberia, Republic of	423
Nepal, Kingdom of	448, 449
New Zealand	14, 115, 465, 466
Norway, Kingdom of	473
Philippines, Republic of the	121, 508
Spanish State	52, 533
Sweden, Kingdom of	85, 545
Turkey, Republic of	560
United Kingdom of Great Britain and Northern Ireland	97, 594, 597
United States of America	110
Viet-Nam, Republic of	628

PART I

MULTINATIONAL COMPARATIVE ANALYSIS

CHAPTER I

International Perspective

THIRTY YEARS elapsed between the first and second Office of Education studies on Ministries of Education. Intervening years saw the outbreak of World War II, cessation of its hostilities, emergence of new Nations, and increase in intergovernmental organization. An era of expansion in education activities began for governments in general.

The first bulletin was published to provide "data for those who care to study seriously the place of educational administration" in the scheme of government in the United States of America.[1] It offered information pertinent to the intermittent domestic debate resumed in the 1920's on whether or not there should be a Cabinet level Department of Education in the Federal Government.

This second bulletin has a dual purpose in setting forth multinational data on public administration in education. It aims to serve those interested in international educational relations as well as those concerned with domestic education. In so doing, it looks across the years for historical perspective and makes some comparative analyses. Most of these analyses arise from the study itself. A few stem from comparison of data with those in evidence 30 years ago.

Predominant factors in expansion of functions and organization of Ministries of Education in those 30 years are the emergence of an "international ethic of mutual aid" and a "revolution of rising expectations for a better life." This ethic and this demand produced the United Nations family of organizations and thrust education on the agenda for continuing intergovernmental decision-making.

Prior to 1945, individual Governments sometimes joined with others in negotiating mutually binding agreements on particular aspects of education. International organizations concerned with education concentrated primarily on exchange of ideas and on recommendations to educators, Ministers of Education, or Governments. Such were the principal means for encouraging cooperation across international borders and fostering improvements in a field traditionally within the domestic competence of Nations.

---

[1] James F. Abel. *National Ministries of Education.* United States Department of the Interior, Office of Education Bulletin, 1930, No. 12. Washington: Government Printing Office, 1930. p. vii. (Out of print.)

Following 1945 cessation of hostilities, Governments created intergovernmental bodies in a range of fields—including education—and vested them with specified powers to act in concert in developing international law, programs, and procedures. Legislation resulted in inventories of conditions which focussed attention on the world's ills. To help resolve problems, intergovernmental action programs began to be developed, executed, and evaluated.[2]

Mutual Aid

The first international survey ever issued on the world's social situation was made by the United Nations with assistance from appropriate specialized agencies such as the United Nations Educational, Scientific and Cultural Organization (UNESCO). Among other facts, it revealed in 1952 that more than half the people of the globe neither could read nor write.

Positioned against the screen of history, that survey reflects the interrelation of traditionally domestic concerns—such as education—with international relations. The report, states its Introduction, is a "product of the growth of an international ethic of mutual aid" as well as the "demand for a better life" which is "establishing an irreversible trend in history." The Introduction further states:

> While modern science and technology—particularly the development of communication and transportation—have been drawing the different parts

---

[2] To trace a step by step integrated appraisal involving education, *see*, for example, (1) United Nations General Assembly (GA) *Resolution 1094 (XI)* of February 27, 1957 on appraisal of "over-all programmes," (2) Economic and Social Council (ECOSOC) *Resolutions 665 C (XXIV)* of August 1, 1957 and *694 D (XXVI)* of July 31, 1958 on carrying out the appraisal in three stages and on a committee of five to collate appraisals, (3) *Work of the United Nations in the Economic, Social, Human Rights and Related Fields* of May 11, 1959 with *Addendums*, (4) *Appraisal of UNESCO's programmes for the Economic and Social Council*, (5) ECOSOC *Resolution 803 (XXX)* of August 3, 1960 on "International relations and exchanges in the fields of education, science and culture," and (6) related issuances referenced in United Nations Documents *A/3572* covering "12 November 1956 to 8 March 1957," *E/3048* of August 1957, and *E/3169* covering "1–31 July 1958," on GA and ECOSOC *Resolutions; E/3260* of May 11, 1959 and *Addendums;* UNESCO Document *11 C/12* of 1960; and United Nations Document *E/3422* on ECOSOC *Resolutions* covering "5 July–5 August 1960." [United Nations and specialized agency documents—except UNESCO periodicals—are available by number through Columbia University Press, International Document Service, 2960 Broadway, New York 27. Detail is omitted in citations when document or sales number is given.]

> of the world closer together and making them more interdependent, a far-reaching change in outlook upon world social problems has been taking place. To an extent which might have seemed inconceivable even fifty years ago, there has come increasing recognition that 2,400 million people [1951 estimate] have somehow to contrive to live together, and share together the resources of the earth; that the general impoverishment of any area is a matter of concern to all areas; and that the technical experience and knowledge acquired in rapidly changing industrialized societies have somehow to be made available to those communities that are less advanced and less well-equipped. That this has come to pass is an historical and inspiring fact. Indeed, it has been suggested . . . that, in the broad sweep, the twentieth century will be chiefly remembered . . . as an age in which human society dared to think of the welfare of the whole human race as a practicable objective.
>
> In the basic ethics of all great religions, there has been the recognition that the better-endowed must help those who are less fortunate; but, developing from this deep impluse of human charity and consistent with voluntary help and personal giving, there is a new and wider concept: governments have accepted the principle that in the interests not only of their own communities but of the world in which these communities exist, they must organize and undertake mutual aid. This principle is valid on the material as well as on the moral plane; it is practical well-doing or "enlightened self-interest" on the part of countries that extend such aid to other areas; and countries that are raising their standards are helping to contribute to the equilibrium of world society. Amid the political tensions of the present day, this principle is universally avowed as a goal of international policy and a measure of international action. . . .[3]

Intergovernmental Organizations

Part I of the Peace Treaty signed at Versailles on June 28, 1919, is the *Covenant of the League of Nations*. When the Treaty entered into force on January 10, 1920, the League of Nations was born. A December 18 *Resolution* of its Assembly that year "approving the assistance which the Council has given to works having for their object the development of international co-operation in the domain of intellectual activity . . . " also "Recommends that the Council should continue its efforts in this direction, and should associate itself as closely as possible with all methods tending to bring about the international organisation of intellectual work."

In this same action, the Assembly "invites the Council to regard favourably the efforts which are already in progress to this end, to place them under its august protection if it be possible, and to present to the Assembly during its next session a detailed report on the educational influence which it is their duty to exert with a view to developing a liberal spirit of good-will and world-wide co-operation, and to report on the advisability of giving them shape in a technical organisation attached to the League of Nations." Acting on a September 1921 report by one of its members, the Council—on approval of the Assembly—named an International Committee on Intellectual Co-operation and invited this policy advisory group to meet in Geneva on August 1, 1922.

---

[3] United Nations, Department of Social Affairs. *Preliminary Report on the World Social Situation: With special reference to standards of living.* Document E/CN.5/267/Rev. 1, 8 September 1952, p. 3.

By 1925, the major part of the League's operational work in this field was handled through a technical body established in Paris by the French Republic, put at the disposal of the League of Nations, and known as the International Institute of Intellectual Co-operation (IIIC).[4] Activities of the Committee and the Institute became forerunners for those of the United Nations and UNESCO in the fields of culture and education.

The *Charter of the United Nations* entered into force on October 24, 1945.[5] Shortly thereafter—exactly 26 years from the birth of its predecessor—the United Nations became operational on January 10, 1946. Intergovernmental organs began to multiply.

The Charter and the *Resolutions* (legislation) of both parts of the First Session of the General Assembly (GA) foreshadowed this increase in intergovernmental organizations which were to have interests in the field of education.[6] UNESCO—the major one—became operational in 1946.[7] Acting under authority of the GA and its own General Conference, UNESCO took over property rights formerly held by the League of Nations in IIIC and the Institute ceased to exist.[8]

---

[4] *Congressional Record.* "Covenant of the League of Nations." Vol. LVIII, Part 3—July 1-July 26, 1919. Washington: Government Printing Office, 1919, p. 2341-44; *League of Nations Official Journal.* "Resolutions adopted by the Assembly during its First Session (November 15th to December 18th 1920.)" *Special Supplement*, January 1921, p. 22; *and later Special Supplements* containing "Resolutions and Recommendations" of succeeding sessions of the Assembly.

[5] 59 *Stat. L.* 1033-1212 contains English, French, Chinese, Russian, and Spanish language texts of the Charter in photographically reproduced form.

[6] United Nations Document *A/64*, 1 July 1946 and *A/64/Add.1*, 31 January 1947.

[7] 61 *Stat. L.* 2495-2519 contains text of UNESCO's Constitution as signed on November 16, 1945 and as it entered into force on November 4, 1946, prior to amendments after UNESCO became operational on November 19, 1946 when its First General Conference convened in Paris.

[8] GA unnumbered *Resolution* of February 12, 1946 *in* United Nations Document *A/64*, 1 July 1946, p. 35-36 *and* GA *Resolutions 51 (I)* of December 14, 1946 and *71 (I)* of November 19, 1946 in Document *A/64/Add.1*, 31 January 1947, provide legal bases for UNESCO action related to these assets.

UNESCO focusses its work on closely related fields—education, science, and culture. Like the United Nations with which it is affiliated as a specialized agency, it has many intergovernmental organs and cooperative relations with other bodies. It has a General Conference, an Executive Board, special and technical committees, and other subordinate bodies concerned with administrative services, cultural activities, education, exchange of persons, mass communication, natural sciences, social sciences, and technical assistance.

Related cooperating bodies are of various types. Some are intergovernmental organizations like the International Bureau of Education (IBE). Others are international nongovernmental bodies. Still others are National. In the latter group are the Member State National Commissions for UNESCO with antecedents in nongovernmental National Committees for Intellectual Co-operation established in the days of IIC.

The United Nations has intergovernmental organs in political, economic, and social fields. Most of them are concerned in one way or another with education. Their educational activities stem in general from Article 13 of the Charter giving the GA responsibility for "promoting intergovernmental cooperation" in "cultural, educational" and other specifically named areas.

Under the Charter, the United Nations exercises this responsibility in many ways—primarily through its Economic and Social Council (ECOSOC) with cooperation from UNESCO. This cooperation takes such forms as consultative service, participation in joint projects, and preparation of reports on education.

Scope of educational interests of ECOSOC and its subsidiary organs depends on terms of reference defining competencies of these bodies and their overall, "functional" or regional responsibilities within these areas. ECOSOC has an overall interest.

The Technical Assistance Committee of the Council, in contrast, is concerned with one program cutting across substantive fields such as education; namely, the Expanded Technical Assistance Programme (ETAP). Unlike Regular Programmes of Technical Assistance financed from membership assessments and administered by individual organizations such as UNESCO, ETAP is financed from contributions volunteered by Governments and is managed by the United Nations with participation of assisting and recipient Nations and appropriate specialized agencies including UNESCO.

One of ECOSOC's "functional" organs is the Commission on the Status of Women with its interests in education of girls and women. Another is the Commission on Human Rights which drafted the *Universal Declaration of Human Rights* with its Article 26 on education.[9] It has a Sub-Commission on Prevention of Discrimination and Protection of Minorities which has studied discrimination in education as well as other fields.[10] Economic Commissions for Africa, Asia and the Far East, Europe, and Latin America are regional bodies with education and training interests related to economic development.

An example of a "Main" intergovernmental committee of the GA is the Third Committee on social, humanitarian, and cultural affairs—which studies and makes recommendations on ECOSOC reports to the Assembly. One of the "Standing Committees" is the Advisory Committee on Administrative and Budgetary Questions dealing in part with financing for educational activities of United Nations organs, administrative budgets of UNESCO, and budgetary and financial arrangements with UNESCO.

The affiliated International Atomic Energy Agency is a "Special Body" reporting to the General Assembly and having research and training activities as part of its program. Another is the United Nations Children's Fund (UNICEF) concerned with needs of children and equipment and supplies to help meet those needs.[11]

Affiliated specialized agencies other than UNESCO also have education and training programs in their particular fields of competence. Some of these agencies, like the Food and Agriculture Organization of the United Nations (FAO) and the World Health Organization (WHO) were created in the 1940's. Others such as the International Labour Organisation (ILO) came into being at an earlier period in history.

Regional organizations also were reorganized or established after 1945 and brought into relationship with the United Nations and the specialized agencies. In the Western Hemisphere, for example, the inter-American system of cooperation had evolved through the years as an outgrowth of the thinking of Latin American Liberator Simón Bolívar. That maker of history despatched the circular invitation resulting in the June 22–July 15, 1826 Congress of Panama.[12]

---

[9] GA *Resolution 217 (III)* of December 10, 1948 *in* United Nations Document *A/810*, December 1948, p. 76.

[10] *See*, for example, Charles D. Ammoun, special rapporteur. *Study of Discrimination in Education.* United Nations Document E/CN.4/Sub/2/181/Rev. 1, August 1957. 182 p.

[11] This Fund was established by GA *Resolution 57 (I)* of December 11, 1946 as the United Nations International Children's Emergency Fund. GA *Resolution 802 (VIII)* of October 6, 1953 changed the name and retained the original symbol "UNICEF."

In 1890 on April 14—which came to be known as Pan American Day—the resolution was passed which recommended establishment of The International Union of American Republics.[13] From this organizational beginning grew inter-American cooperation in many fields including education.

The inter-American system was reorganized under the *Charter of the Organization of American States* (OAS) which entered into force on December 13, 1951.[14] Under the Charter, OAS is a regional agency within the United Nations. Its activities, like those of the United Nations, are widely ranged. The Inter-American Cultural Council is one of the 6 OAS "organs." It has responsibility, under Article 73 of the Charter, for "promotion of educational, scientific and cultural exchange." The Inter-American Children's Institute (formerly known as the American International Institute for the Protection of Childhood) is an example of the multilaterally established specialized organizations brought into affiliation with OAS and concerned in part with education.

There also are separate multilateral regional bodies with education programs. One example is the South Pacific Commission (SPC) with its Social Development Division including a Literacy Bureau and other educational activities. The Commission was created in 1948 to promote the welfare of peoples in non-self-governed territories which six Metropolitan Governments administer in the area.[15] It cooperates with the United Nations and the specialized agencies.

In addition, there are bodies concerned with carrying out bilateral agreements to encourage educational advancement. Inter-American Cooperative Services in Education, for example, include Nationals of the particular Latin American country and Nationals of the United States of America.

---

[12] *International American Conference: Reports of Committees and Discussions Thereon.* Vol. IV: *Historical Appendix: The Congress of 1826, at Panama, and Subsequent Movements Toward a Conference of American Nations.* Washington: Government Printing Office, 1890. p. 159–61.

[13] *Ibid.* Vol. I. *Revised under the direction of the Executive Committee by order of the Conference, adopted March 7, 1890.* English edition, p. 404.

[14] United States Department of State. *United States Treaties and Other International Agreements.* Vol. 2, Part 2. Washington: Superintendent of Documents, United States Government Printing Office, 1952. p. 2394–2485. [The Charter was signed in Bogotá on April 30, 1948 at the Ninth International Conference of American States.]

[15] ——— *South Pacific Commission: Agreement between the United States of America and Other Governments.* Treaties and Other International Acts Series 2317, Publication 4461. Washington: Superintendent of Documents, U.S. Government Printing Office, 1952. 53 p. with literal print of text in English, French, and Dutch.

Formal relationship agreements, approved in plenary session by the respective organizations, interlock actions of many of these bodies to help avoid duplication of effort and encourage concerted, cooperative, and coordinated international action. For example, UNESCO has separate *Agreements* with each of the other specialized agencies in the social field, the United Nations, OAS, and other intergovernmental organizations.[16]

Where there is no organic connection between organizations, coordination may stem from joint projects. For example, a Literature Production Training Centre was established in the Solomon Islands under joint auspices of the local Government, SPC, and UNESCO. Then again, coordination may result from consultation and other informal cooperation. The major world organizations use the various techniques—formal, informal, and joint action.

Intergovernmental organizations also have consultative arrangements with nongovernmental organizations in the same or related fields. By way of illustration, UNESCO has consultative arrangements with more than a hundred nongovernmental bodies in the fields of education, science, and culture.[17]

With few exceptions, the array of intergovernmental organizations with major or particular concerns in the field of education came into being after close of World War II hostilities. One exception is IBE. Another is ILO. Other examples are some of the inter-American bodies in OAS and some of the specialized organizations affiliated with OAS.

Like the pre-1945 bodies, they have advisory, consultative, and recommending functions related to education within the domestic competence of individual Nations. They also encourage exchange of persons and of publications. Unlike the characteristic pattern for education in the earlier period, many post-1945 organizations are legislative bodies made up of representatives of Member States which have power, in concert, to enact international law within their spheres of activity. Such law affects or establishes international educational relations policy and procedures and provides the legal basis for intergovernmental action programs in the field of education.

---

[16] UNESCO *Agreements* with other intergovernmental organizations are reproduced as Annexes in the *Report of UNESCO to the United Nations* particularly for earlier years such as 1948–49, 1949–50, 1950–51 (Publications No. 316, 714, and 976).

[17] A list of these organizations is published as an Annex in UNESCO's *Report of the Director General on the Activities of the Organization* for the different years.

Action

Enabling instruments and *Official Records* of the world and regional bodies reflect breadth and depth of educational matters in intergovernmental discussion and negotiation since 1945. Countless international reports are issued and unnumbered intergovernmental decisions are taken leading to action to promote the cause of education around the world. Some are directly within the competence of Member States in an individual organization such as UNESCO. Others involve interorganizational action.

UNESCO, for example, established its Education Clearing House in 1949. This action led to what came to be called the *World Survey of Education* series to provide a continuing reference service on educational systems containing facts useful to domestic and international policy-makers and others concerned with education. For the first major survey, UNESCO had the advice of a committee of experts convened in 1947 to consider the general plan for the study. By 1951, it had received 38 responses to the questionnaire sent in 1949 to 72 countries.

These responses "were in all degrees of completeness, ranging from a few typewritten pages of information accompanied by some scattered figures to a complete set of all the data required, supplemented by copious documentation of printed and other materials."[18] When the study was published in 1951, the Editorial Board stated: "It is rare to find a term or a concept on which there is any measure of agreement."[19]

In 1955, the next major UNESCO survey states:

> A world survey has to be built up synthetically from information for each and every part of the world; and the amount of comparable material susceptible of being summarized globally is still limited. . . . The national sections have been constructed on a common pattern so as to prepare the ground for further generalization in the future and even in the present text a great amount of comparable data will be found extending over a large number, although not all, of the countries. . . ."[20]

---

[18] UNESCO. *World Handbook of Educational Organization and Statistics.* First Edition. Paris: the Organization, 1951. p. 17.

[19] *Loc. cit.*

[20] UNESCO. *World Survey of Education: Handbook of educational organization and statistics.* Paris: the Organization, 1955. p. 11.

The next major UNESCO survey was published in 1958. Speaking of its dual aims "to give a world view of primary education and to give a more detailed view of primary schooling in each country and territory of the world," the study comments:

> Within the framework of programmes for extending and improving primary school facilities, this survey has a modest but vital place. It represents the processes of fact-finding and generalization applied to the world as a whole, in order that international councils and the makers of national educational policies may be the better informed. . . . And the student may find that the *World Survey of Education* enables him to use comparative methods by providing data for a wider than national framework.[21]

The same year that UNESCO's Education Clearing House was established—1949—the United Nations set the stage for action which resulted in the dual series of world studies to bring together an array of educational and other social facts in inventories of conditions and reports of "measures taken" to improve those conditions.[22] Like most intergovernmental reports, these major issuances of UNESCO and the United Nations are based on materials supplied by Governments.

Some of the more specialized studies are prepared by expert or technical bodies or nongovernmental organizations for Governments according to particular circumstances specified in enabling Resolutions. New agenda items initiated from time to time by specific Governments and pertinent major and other reports provide the foundation for debates in intergovernmental forums, negotiating plans for international programs, and related domestic action.

Preparation for debates creates demand for background information and involves untold man-hours of work within international secretariats, Member States, and intergovernmental forums. Debates often result in legislation involving multilateral funds to spark Government and private initiative in mobilizing domestic resources to improve educational opportunity for peoples within the individual Nations. They also help to bring education into focus in the total purview of economic, political, and social responsibility of Governments. That the sparks caught fire is evidenced in the post-1945 expansion in organization and functions of Ministries of Education.

---

[21] ———. *World Survey of Education II: Primary Education.* Paris: the Organization, 1958. p. 10–11.

[22] United Nations, Department of Social Affairs. *Op. cit.*, 180 p. *and* United Nations, Bureau of Social Affairs, United Nations Secretariat. *International Survey of Programmes of Social Development.* Document E/CN.5/301/Rev. 1; ST/SOA/21, 31 March 1955. 219 p. are initial issuances in the 2 series. They were prepared with the assistance and cooperation of FAO, ILO, UNESCO, and WHO.

No question was asked on international educational and cultural relations for the 1930 study on Ministries of Education. In general—as far as Governments were concerned in those days—education was domestic business and international cultural affairs were in the particular province of artists, educators, and nongovernmental groups except for facilitation by Foreign Affairs Ministries on travel documentation and the like.

For both studies, questions were asked on Ministry organization, authority, responsibility, and functions. For the second study, a question also was asked on international educational and cultural relations. The fact that the question was asked is an indication of the change that had taken place. In contrast with 1930 data, information on international educational and cultural relations permeates Government materials supplied for use in the second study. Accordingly, these data filter through sections on organization and on authority, responsibility, and functions in the individual country summaries in Part II of this study.

The greatest general change in Ministries of Education since the 1930 study is expansion of their organization and functions. A specific change typical of Ministries of Education in general is the addition of international educational relations functions pertinent to Government action in providing technical assistance to other Governments or receiving it from abroad or both. Data in the study show that there is a relation between post-1945 upsurge of intergovernmental organization and expansion of Government activities and interests in the field of education.

Ministry Settings

A collection of sovereign States is not a single laboratory in which conditions can be controlled precisely for research on Ministries of Education. Affecting comparability of data are many differences inherent in National settings. Ministries of Education are part and parcel of particular theories of governance and Nations range the spectrum of political thought.

From the point of view of *immediate* returns, funds Governments invest in educating youth are a surcharge on the economy while young people are in school. Justification for this surcharge is the later rise in level of living for the people resulting from increased productive enterprise of an educated citizenry. Some Nations have economically advanced economies already producing

BEST COPY AVAILABLE

Photo by National Publicity Studios, Wellington; courtesy, Government of New Zealand

Educational arrangements are made by the Department of Education for Colombo Plan students such as these in the Massey Agricultural College, Palmerston North, New Zealand.

wealth for investment in the education of youth. Others are underdeveloped or practically undeveloped and have little or no funds to invest in education. Approximately paralleling these stages of economic development are high or rising literacy rates or high illiteracy rates.

Cultural heritages affect status of education. And the gamut in rate of social change extends from evolutionary to revolutionary.

Number of languages range from one spoken by most of the people to many languages and dialects in a single Nation. Had it been possible to receive documentation in just one National, official, or working language per Nation represented in this study, there still would have been many different tongues and a major problem of translation and, particularly, of interpretation.

Density and size of population to be educated and type of National territory affect organization and functions of Ministries of Education. Populations range from those which are relatively small and dispersed in some of the Nations with large land masses to populations which are large and concentrated in compact areas as in Canada and Japan respectively. Sometimes topographical conditions result in populations being centered in a fraction of the Nation's territory as in the Republic of Iceland. Then again, National territory may be noncontiguous as in Pakistan or varied in climate and topography as in the large land mass of the United States of Brazil.

Some Cautions

Clues are given along the way in the study to shed some light on total contextures for international educational relations and for educational administration in individual Nations. Identified here are several overall warnings pertinent to the bulletin as a whole which may not be evident in a specific context to which one or more applies.

1. *Types of Nations.*—Official political names are given to identify Nations—*not types* in the political spectrum. One official political name may offer no clue in and of itself to kind of Nation represented. Another may include such a word as *Democracy* or *Republic* and the people live under dictatorship—a term no Nation uses in its title. Some not classified as monarchies recognize a reigning sovereign. The people in a *Kingdom* may live under absolute or constitutional or limited monarchy. One State classified in the Nation's basic law as a Kingdom has no reigning or ruling crown. Nations called or known as unions of entities also are located at different places in the political gamut.

To their respective points in history, individual National sections report some information shedding light on type of body politic involved. Some can be discerned in overall analysis relating to centralization or decentralization of public authority and responsibility for education. On the other hand, it is not within the province of this study to analyze political data as such or to arrive at political conclusions relating to individual Nations and their Governments.

2. *Political party control and organization.*—Control in the field of education exercised by a political party and related party organization rarely are mentioned in official Government materials on education and seldom are identified specifically in this study. Nations at the extreme left or right of the political spectrum may have one party; other States frequently have a party in power and one or more in recognized opposition.

Political party leadership in one-party States usually has the might to control exercise of authority vested by law in Government agencies and officials. In these cases, control may be exercised through occupation of strategic Government posts by party personnel, establishment of superstructure more or less paralleling organizational units of Government, or some combination of means.

3. *Study focus.*—The study concentrates on National level data related to education—not on educational administration as a whole within Nations represented. A few facts about other levels are included in National sections to facilitate understanding of educational authority, responsibility, functions, and related organization of Ministries and other bodies at National level. Extent to which National level data are representative for educational administration in the Nation as a whole is related to system of centralization or decentralization of policy control and operating authority in effect in the particular Nation.

The study is in the field of public administration in education. It is not a political study nor one in the field of law. It presents National framework of Governments and quotes from general Constitutional and other fundamental provisions for insight into setting for public administration in education. The technique of quoting law is used to the extent possible to avoid errors of interpretation and because ultimate interpretation of law usually rests with judicial authorities rather than public administrators in the field of education. On the other hand, law and practice may vary.

4. *Approach to law.*—Differences in approach to law affect extent to which law and practice may merge in Nations. Legislation in some Nations tends to concentrate on policy and related provisions for implementing it. Sometimes enforcement procedures are standard for law in general. Sometimes specific enforcement provisions applicable to a particular law are spelled out—as in the case of one to be carried out in several stages. In other Nations, part of their total legislation may consist of laws relating to aspirations of the people or goals the Nation wishes to attain in the future. Implementing provisions are omitted from these laws.

Contrast between the two bodies of legislation can be seen in laws relating to free and universal schooling. Some enunciate policy, provisions for inaugurating the schooling or increasing the number of years required, and penalties and related procedure in event of nonobservance of the law. Others are limited to enunciation of policy and principles. In later years, further legislation may be enacted containing preliminary implementing procedures.

5. *Educational standards.*—As law and practice may vary, so may standards and practice. To cite a single illustration, Ministries of Education may have enforcement and other responsibilities under legislation on free and universal education. At the same time, standards set for access to education and for education itself may be lower for one sex than for the other. Such differences tend to be common in Nations with long standing traditions of preferential treatment for one sex. Before new standards for equal or similar treatment for both sexes can be put into practice, the economic and social situations may need to change. For example, funds may have to be obtained for the training of more teachers or revisions may be required in private law affecting rights and status of the two sexes within the family unit.[23]

6. *Terms.*—Lack of standardization in terminology requires that individual terms be viewed in context—not against a preconceived parochial screen. Illustrative of this point is the range in meaning of the term *higher education.* These programs mentioned in National sections may start as early as the 7th or as late as the 14th year of formal schooling.

Methods

Methods used in the first as well as the second Ministry of Education study are outlined here for comparative and orientation purposes and particularly because the 1930 bulletin has been out of print for some years. Detail is presented in Appendix A for those interested in conduct of multinational studies and experience with this one.

Reproduced or given in sample form in Appendixes B through F are the questionnaire, letters, and other materials incident to announcement of this second study and relations with Governments as the project progressed. Both studies are based on returns to a questionnaire. For ready reference by those wishing to compare the two questionnaires in detail, the earlier one appears in Appendix G.

---

[23] *Official Records* of annual sessions of the United Nations ECOSOC Commission on the Status of Women illustrate this point. They contain data on subjects relating to education for girls and women and on private law which provide references to pertinent reports.

Some of these reports—based on replies from Governments to inter-governmental requests for information—were compiled by the Secretariat in response to Commission Resolutions within its terms of reference. Others within terms of reference of other bodies were submitted to the Commission by specialized agencies such as ILO and UNESCO in response to Commission Resolutions approved by ECOSOC after consultation with representatives of those agencies.

Another example of a pertinent report is the *Study of Discrimination in Education* prepared by Charles D. Ammoun for the Sub-Commission on Prevention of Discrimination and Protection of Minorities. It calls attention to differences between "Discriminatory practices" resulting from such factors as those of an economic or historic character and those "*resulting from a policy evidently intended to originate, maintain or aggravate such practices.*" *Op. cit.* p. 4 ff.

In the first study, an Office of Education questionnaire was despatched with covering instruction through the Department of State to American Consular Offices abroad. United States Foreign Service personnel gathered publications from other Governments and replied to the questionnaire. In addition, foreign and domestic educators deemed knowledgeable about education in specific countries were interviewed in Washington as occasion permitted.[24]

For this second study, a United States questionnaire and related materials were despatched through the Department of State to American Diplomatic Missions abroad. The covering instruction requested these Missions to present the study plan and questionnaire to appropriate officials in each of the Governments with which the United States of America then had regular diplomatic relations.[25] In other words, Governments rather than United States Foreign Service personnel were invited to reply. An announcement of the project also was sent to counterpart Foreign Diplomatic Missions accredited in Washington so that they would be informed about the study and related action being taken in their home Governments.

Prior to publication, National sections were returned to Governments concerned so that they might be reviewed as to factual accuracy. This technique also made it possible for Governments to supply supplementary data on educational developments occurring after they had answered the questionnaire.

Interviews abroad related to presentation of the project to Governments and answering their queries. In Washington, there were a few interviews of similar type. There also was some discussion with Embassy personnel on such matters as borrowing a document, official translations and transliterations, and—in a few cases—on use to be made of supplementary information supplied after review of the National section, particularly when its length exceeded space available for country summaries.

Documents on which the study is based include those from intergovernmental organizations cited in comparative analyses and materials officially supplied, referenced, or mentioned by Governments in answering the questionnaire and invitations to review

---

[24] James F. Abel. *Op. cit.* p. ix.

[25] December 1956 was the cut-off date for transmitting the questionnaire. The questionnaire was *not* sent, for example, to Governments of Nations acquiring Statehood after 1956.

National sections. Occasionally a Government suggested use of a nongovernmental or quasi-governmental publication. For purposes of the study, such materials are considered official documents.

A General Table (Table 1)

Table 1, which follows, summarizes certain information coming up in various ways throughout the study. It identifies "Member States" in IBE, the United Nations, and UNESCO as of December 6, 1956 when the questionnaire was transmitted. These organizations, listed in order of their founding, are the ones most frequently mentioned in the study. Bracketed entries—not counted in totals—reflect additional memberships effective after the study was in progress.

Governments receiving the questionnaire are identified—the United States of America and the 79 with which it had regular diplomatic relations when the study was launched internationally in December 1956. Later, this number was reduced by 1 when the Republics of Egypt and Syria became the United Arab Republic. The 69 Governments shown as replying represent 87.34 percent of the 79 receiving the questionnaire.

Dates when the 69 National sections were sent for review are listed in column 8 of table 1. Column 9 shows when action was completed on these summaries.

For comparative purposes, column 10 indicates entities represented in the 1930 study. When the second study was started, there was no regular exchange of Diplomatic Missions with 6 of these 55 entities; namely, Nations which became the People's Republics of Albania and of Bulgaria, the former Free City of Danzig no longer recognized as assimilated in status to a National body politic, and the formerly independent Estonian, Latvian, and Lithuanian Nations annexed by the Union of Soviet Socialist Republics. Of the 49 others, 45 responded to the 1956 questionnaire and are represented in both studies.

Table 1.—IBE, United Nations, and UNESCO Member States as of December 6, 1956 with information on transmittal of questionnaire for the second Office of Education study of Ministries of Education; replies received; transmittal, review, and completion of National sections; and representation in the first study.

No.	Member States	Memberships				Questionnaire dated December 6, 1956		National sections		States represented in 1930 study [7]
		IBE [1]	United Nations [2]		UNESCO [3]	Sent to Government [4]	Reply received	Data sent for review [5]	Date completed [6]	
(1)	(2)	(3)	(4)		(5)	(6)	(7)	(8)	(9)	(10)
1	Afghanistan, Kingdom of			11- 9-46 [8]	5- 4-48	X	X	12- 5-58	3- 5-59*	X
2	Albania, People's Republic of			12-14-55	[10-16-58][9]					X
3	Argentine Republic	1936	OM	9-24-45	9-15-48	X	X	1-19-59	5- 1-59	X
4	Australia, Commonwealth of		OM	11- 1-45	6-11-46	X	X	10-17-58	3- 3-59	
5	Austria, Republic of	1946		12-14-55	8-13-48	X	X	10-10-58	1-27-59	X
6	Belgium, Kingdom of	1932	OM	12-27-45	11-29-46	X	X	10-15-58	1-15-59*	X
7	Bolivia, Republic of	1950	OM	11-14-45	11-13-46	X				X
8	Brazil, United States of	[1960][9]	OM	9-21-45	10-11-46	X	X	9-18-58	4-21-59	
9	Bulgaria, People's Republic of	1956		12-14-55	5-17-56					X
10	Burma, Union of			4-19-48	6-27-49	X	X	2-12-59	4-24-59	
11	Byelorussian Soviet Socialist Republic [10]	1955	OM	10-24-45	5-12-54					
12	Cambodia, Kingdom of	1952		12-14-55	7- 3-51	X				
13	Canada		OM	11- 9-45	9- 6-46	X	X	5- 5-59	8-19-59	
14	Ceylon			12-14-55	11-14-49	X				
15	Chile, Republic of	[1961][9]	OM	10-11-45	7- 7-53	X	X	3- 9-59	6-26-59	X
16	China, Republic of	[1958][9]	OM	9-28-45	9-13-46	X	X	1-22-59	5- 5-59	X
17	Colombia, Republic of	1932	OM	11- 5-45	10-31-47	X	X	3-12-59	6-12-59*	X
18	Costa Rica, Republic of	[1961][9]	OM	11- 2-45	5-19-50	X	X	10- 9-58	1- 9-59*	X
19	Cuba, Republic of		OM	10-15-45	8-29-47	X	X	7-28-58	11-17-58	X
20	Czechoslovak Republic	1930	OM	10-19-45	10- 5-46	X	X	7-31-58	10-31-58*	X
21	Denmark, Kingdom of		OM	10- 9-45	9-20-46	X	X	12-12-58	2-27-59	X
22	Dominican Republic	[1958][9]	OM	9- 4-45	7- 2-46	X	X	3-20-59	6-20-59*	X
23	Ecuador, Republic of	1929	OM	12-21-45	1-22-47	X	X	10- 7-58	1-30-59	X
24	Egypt, Republic of [11]	1930	OM	10-22-45	7-16-46	X	X	7- 6-59	11-16-59	X
25	El Salvador, Republic of		OM	9-26-45	4-28-48	X	X	8-19-58	11-19-58*	X
26	Ethiopia, Empire of		OM	11-13-45	7- 1-55	X	X	4-20-59	7-20-59*	
27	Finland, Republic of	1945		12-14-55	10-10-56	X	X	2- 5-59	5-29-59	X
28	French Republic	1938	OM	8-31-45	6-29-46	X	X	2-19-59	5-26-59	X
29	Germany, Federal Republic of	1932			7-11-51	X	X	5-12-59	10-27-59	
30	Greece, Kingdom of	1954	OM	10-25-45	11- 4-46	X	X	6- 2-59	9- 2-59*	X
31	Guatemala, Republic of	1946	OM	11-21-45	1- 2-50	X	X	3-18-59	6-18-59*	X
32	Haiti, Republic of	[1959][9]	OM	9-27-45	11-18-46	X	X	3- 2-59	6- 2-59*	X
33	Honduras, Republic of		OM	2-17-45	12-16-47	X				X

34	Hungarian People's Republic	1938		12-14-55	9-14-48	X				X
35	Iceland, Republic of			11-9-46[8]		X	X	2-10-59	5-19-59	
36	India	[1960][9]	OM	10-30-45	6-12-46	X	X	7-17-59	1-4-60	
37	Indonesia, Republic of			9-28-50	5-27-50	X	X	12-19-58	4-17-59	
38	Iran, Kingdom of	1935	OM	10-16-45	9-6-48	X	X	2-19-59	5-19-59*	X
39	Iraq, Kingdom of [12]	[1961][9]	OM	12-21-45	10-21-48	X	X	9-9-58	1-27-59	X
40	Ireland			12-14-55	[10-3-61][9]	X	X	6-8-59	9-11-59	X
41	Israel, State of	1951		5-11-49	9-16-49	X	X	6-25-59	9-22-59	
42	Italian Republic	1935		12-14-55	1-27-48	X	X	6-23-59	9-28-59	X
43	Japan	1956		[12-18-56][9]	7-2-51	X	X	9-3-58	12-9-58	X
44	Jordan, Hashemite Kingdom of	[1962][9]		12-14-55	6-11-50	X	X	8-13-58	11-13-58*	
45	Korea, Republic of	[1962][9]			6-14-50	X	X	9-28-59	11-5-59	
46	Laos, Kingdom of			12-14-55	7-9-51	X	X	10-6-59	1-13-60	
47	Lebanese Republic	[1957][9]	OM	10-15-45	10-28-46	X	X	7-10-59	10-10-59*	
48	Liberia, Republic of	[1959][9]	OM	11-2-45	3-6-47	X	X	7-9-59	9-24-59	X
49	Libya, United Kingdom of			12-14-55	6-27-53	X	X	8-6-58	11-6-58*	
50	Luxembourg, Grand Duchy of		OM	10-17-45	10-27-47	X	X	9-30-58	12-30-58*	
51	Mexican States, United	[1961][9]	OM	11-7-45	6-12-46	X	X	7-22-58	10-22-58*	X
52	Monaco, Principality of [13]				7-6-49					
53	Morocco, Kingdom of	1956		11-12-56	11-7-56	X				
54	Nepal, Kingdom of			12-14-55	5-1-53	X	X	1-2-59	2-19-59	
55	Netherlands, Kingdom of the		OM	12-10-45	1-1-47	X	X	5-19-59	7-9-59	X
56	New Zealand		OM	9-19-45	3-6-46	X	X	5-22-59	10-6-59	X
57	Nicaragua, Republic of		OM	9-6-45	2-22-52	X				X
58	Norway, Kingdom of		OM	11-27-45	8-8-46	X	X	1-27-59	4-9-59	X
59	Pakistan, Islamic Republic of [14]			9-30-47	9-14-49	X	X	7-23-59	10-23-59*	
60	Panama, Republic of	[1959][9]	OM	11-13-45	1-10-50	X	X	3-26-59	6-26-59*	X
61	Paraguay, Republic of		OM	10-12-45	6-20-55	X	X	9-8-58	12-8-58*	X
62	Peru, Republic of		OM	10-31-45	11-21-46	X	X	12-1-58	3-1-59*	X
63	Philippines, Republic of the	[1961][9]	OM	10-11-45	11-21-46	X	X	9-8-59	1-11-60	
64	Polish People's Republic	1929	OM	10-24-45	11-6-46	X	X	7-18-58	10-18-58*	X
65	Portuguese Republic	1931		12-14-55		X	X	1-15-59	4-15-59*	X
66	Rumanian People's Republic	1937		12-14-55	7-27-56	X				X
67	Saudi Arabia, Kingdom of	[1961][9]	OM	10-18-45	1-30-46	X	X	5-5-59	8-5-59*	
68	Spanish State	1930		12-14-55	1-30-53	X	X	4-8-59	5-8-59	X
69	Sudan, Republic of The			11-12-56	11-25-56	X	X	7-8-59	10-8-59*	
70	Sweden, Kingdom of			11-9-46[8]	1-23-50	X	X	2-2-59	7-27-59	X
71	Swiss Confederation	1929			1-28-49	X				
72	Syria, Republic of [14]		OM	10-19-45	11-16-46	X			11-16-59[15]	
73	Thailand	[1961][9]		12-15-46[16]	1-1-49	X	X	9-11-59	1-4-60	X
74	Tunisia, Republic of	1956		11-12-56	11-7-56	X				
75	Turkey, Republic of		OM	9-28-45	7-6-46	X	X	7-31-59	1-7-60	X
76	Ukrainian Soviet Socialist Republic [10]	1955	OM	10-24-45	5-12-54					
77	Union of South Africa[17]		OM	11-7-45	6-3-46[17]	X	X	5-27-59	8-13-59	X
78	Union of Soviet Socialist Republics	1955	OM	10-24-45	4-21-54	X	X	8-15-58	8-5-59	
79	United Kingdom of Great Britain and Northern Ireland	[1960][9]	OM	10-20-45	2-20-46	X	X	8-19-59	12-30-59	X[18]

Table 1.—IBE, United Nations, and UNESCO Member States as of December 6, 1956 with information on transmittal of questionnaire for the second Office of Education study of Ministries of Education; replies received; transmittal, review, and completion of National sections; and representation in the first study—Continued.

No.	Member States	Memberships			Questionnaire dated December 6, 1956		National sections		States represented in 1930 study[7]
		IBE[1]	United Nations[2]	UNESCO[3]	Sent to Government[4]	Reply received	Data sent for review[5]	Date completed[6]	
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)
80	United States of America	1958[8]	OM 8- 8-45	9-30-46	X	X	5-18-59	5-27-59	X
81	Uruguay, Oriental Republic of		OM 12-18-45	11- 8-47	X	X	9-16-58	12-16-58*	X
82	Venezuela, Republic of	1960[9]	OM 11-15-45	11-25-46	X	X	3-31-59	7- 1-59*	
83	Viet-Nam, Republic of	1952		7- 6-51	X	X	1-12-59	4- 7-59	
84	Yemen, Kingdom of		9-30-47		X	X	12- 5-58	3- 5-59*	
85	Yugoslavia, Federal People's Republic of	[illegible]	OM 10-19-45	3-31-50	X	X	7-28-58	1-14-59	X
85	Totals	32	79	80	80	69	69[19]		51[20]

---

[1] Date represents year the Government's membership was recognized by the Council of the International Bureau of Education during the International Conference on Public Education (held around July each year in Geneva) or at a meeting of the Executive Committee.

[2] Date (month, day, and year) prefixed with "OM" signifies date of deposit of ratification of the *Charter of the United Nations* by an "original Member" as defined by Article 3 of the Charter. It may be be ore, on, or after October 24, 1945 when sufficient ratifications brought the Charter into force. On other dates shown, the General Assembly effected admission by decision taken under Article 4 of the Charter. Since adoption of a "new rule" by Assembly *Resolution 116 (II)* of November 21, 1947, membership becomes effective on date of favorable decision by the Assembly on a membership application. Earlier variations in practice are footnoted.

[3] Deposit of instrument of acceptance of the Constitution is shown by date. The Constitution entered into force on November 4, 1946 after acceptance by "twenty of its signatories" as required by Article XV. 3. of that instrument.

[4] *See* Appendix B for copy of questionnaire sent to 80 Governments—the United States of America and the 79 Nations with which it exchanged regular Diplomatic Missions as of December 6, 1956.

[5] Appearing as Appendix F is sample copy of the invitation to Governments to review the appropriate National section as to factual accuracy prior to publication.

[6] A date followed by an asterisk relates to a National section on which no substantive comments were received; it is 3 months after the country summary was transmitted for review. One without an asterisk is the date on which the Diplomatic Mission was informed of action on its comments—usually on or a few days after comments were received.

[7] Name of Nation in 1930 was not necessarily the one shown in Column 2. For example, the Kingdom of Iran then was known as the *Kingdom of Persia*.

[8] Seating occurred on November 19, 1959.

[9] This Nation was admitted to membership after December 6, 1956 and is omitted in the membership total shown for the Column.

[10] This Member is part of the Union of Soviet Socialist Republics with which the United States of America exchanges a regular Diplomatic Mission.

[11] This Nation became a Region of the United Arab Republic proclaimed on February 1, 1958. The Region of Syria resumed sovereign status on September 29, 1961 as the Syrian Arab Republic and resumed participation in the United Nations on October 13, 1961.

[12] The Kingdom of Iraq was proclaimed the Republic of Iraq on July 14, 1958.

[13] This Member is under protection of the French Republic with which the United States of America exchanges a regular Diplomatic Mission.

[14] After October 7, 1958 Proclamation abrogating the Constitution, *Pakistan* became the name in use.

[15] This response is the same as the one in Entry 24.

[16] The Kingdom of Siam signed the instrument of adherence on December 16, 1946—the day after vote on admission. Name of the Kingdom was changed to *Thailand* on May 11, 1949.

[17] This Nation became the Republic of South Africa on May 31, 1961. It withdrew its membership from UNESCO effective December 31, 1946.

[18] England and Wales were represented in the 1930 study.

[19] National sections in Part II total 68. *See* p. 575.

[20] There were 55 political entitities represented in the 1930 study—the 51 shown here and the Free City of Danzig (later a part of Polish territory) and the Estonian, Latvian, and Lithuanian States (which ceased to be sovereign Nations when they were annexed by the Union of Soviet Socialist Republics).

CHAPTER II

National Perspective

EDUCATIONAL ADMINISTRATION in a Nation is part and parcel of the particular system of public administration to which it responds. These systems vary either in detail or in general from country to country. Comparison of data from the Governments participating in this study reveals, in turn, that no single Ministry of Education is exactly like another.

National perspective for the study as a whole is provided in this chapter, by summarizing data from 69 Governments on the place of 71 Ministries and Ministers of Education in their National settings and particular systems of public administration. The information relates to answers from these Governments to the first part of the United States questionnaire.[1] Except as otherwise specified, pertinent detail appears primarily in introductory statements or under the heading *Official Bodies in Education* in National sections in Part II of the study.

Most of the data are presented in tabular form for ready reference and to facilitate an overview of pertinent facts. Tables 2 and 3 center on Ministries of Education and their top Ministerial positions in respective National settings. Table 4 is concerned with length of Ministerial terms of service. Emerging from the array of facts and from a few comparisons with earlier data are some generalizations and trends pertinent to Ministries of Education in general.

Ministries of Education (Table 2)

Table 2 on succeeding pages first identifies participating Governments by official name of body politic and in a few other ways in which Nations declare themselves in law. Names appear in English and, to the extent appropriate, in 1 or 2 other languages or—parenthetically—in transliteration. After presenting information on historical development and legal bases of Ministries, some languages in use in the 69 Nations are identified to give insight into that facet of National setting. Finally, State-related faiths are listed to the extent indicated in law examined for the study.

---

[1] Questions 1 through 4 in Appendix B.

Form of Nations.—Data in column 3 on ways in which Nations declare themselves in law need to be read in a context broader than that provided under terms of reference for the study. At the same time, changes in National settings become evident when these facts are compared with similar data published 30 years ago.

The 55 bodies politic represented in the 1930 study included 19 Monarchies, 29 Republics, 4 Federal Unions, 2 Self-Governing Dominions, and 1 Federal Union and Self-Governing Dominion.[2] Thirty years later, 69 bodies politic represented in the second study declare themselves as 44 Unitary States, 12 Federal States, and 3 Unions, with the remaining 10 using other descriptive terms.

National sections show some countries—particularly in the Commonwealth of Nations—recognize a reigning Monarch without classifying themselves as Monarchies. Of the 69 in the total number, 19 are specifically reported as Empires or Monarchies. Some of these 19 parallel Monarchies identified in 1930 and some do not.

Evidence that there have been fundamental changes in National settings for educational administration comes into focus when, for example, pertinent entries in table 2 on form of Nations are compared with the 19 listings as Monarchies in the 1930 study. Nearly half are different.

Five Nations formerly listed as the Albanian, Bulgarian, Hungarian, Rumanian, and Yugoslav Monarchies are identified as People's Republics.[3] Four became the Republic of Iraq, the Italian Republic, the United Arab Republic,[4] and the Spanish State with law in the latter State containing a provision that the Nation, "in accordance with its traditions, declares itself to be a kingdom."

Ten continue to be listed as Monarchies. This group includes the Kingdoms of Afghanistan, Belgium, Denmark, Iran, the

---

[2] James F. Abel. *National Ministries of Education.* United States Department of the Interior, Office of Education Bulletin, 1930, No. 12. Washington: Government Printing Office, 1930. p. 7.

[3] These listings appear in table 1 on p. 20-22. The Federal People's Republic of Yugoslavia in this group of 5 Nations is represented by a National section in Part II of the study.

[4] The Egyptian Nation represented in the 1930 study became the Egyptian Region of the United Arab Republic in February 1958.

Netherlands, Norway, and Sweden; Japan and Thailand; and the United Kingdom of Great Britain and Northern Ireland.[5]

Names and numbers of Ministries.—Column 4 of table 2 shows that some of the major National level administrative entities in the field of education are known as Departments, Offices, or Secretariats in lieu of Ministries. A generic name—*Ministries of Education*—frequently is used in the study as a short form for the various official names. It is enclosed in quotation marks when it refers to a few specific names which differ.

Sometimes a difference reflects particular words used in translation. Depending on context, for example, the French word *instruction* is interpreted in the study as *education, instruction,* or *training,* or it may encompass the three meanings.

Two Governments—Canada and the Federal Republic of Germany—report no National level Ministry primarily concerned with education. The 71 Ministries of Education in the other 67 Governments include 1 each for 64 Nations, 2 in the Polish People's Republic for different levels of education, 2 in the Union of South Africa (which became the Republic of South Africa on May 31, 1961) for different segments of the population, and 3 in the United Kingdom of Great Britain and Northern Ireland for different geographic areas.

After eliminating words identifying specific Nations or the National level of a Government, 28 official names are the same as the generic one. Another 28 are similar in substance in that they relate to arts and sciences, education, and/or instruction. These 56 names represent almost 79 percent of the total.

Another 9 names, or approximately 13 percent, identify cultural or fine arts activities in their content. The National section for the Republic of El Salvador shows that education is encompassed in the name—Ministry of Culture—in that Nation. Cultural or fine arts and education or instruction specifically are included in the other 8 names in this group.

The remaining 6, representing about 8 percent of the total, identify other fields. Justice is included in content in the entry for the Argentine Republic, social welfare for the Oriental Republic of Uruguay, and religious affairs for the Kingdoms of Greece and of Norway, the Republic of Paraguay, and the Kingdom of Sweden.

National sections reveal that various Ministries are concerned primarily with education up to and not including what particular

---

[5] Among changes are some in National names such as from the *Kingdom of Persia* to the *Kingdom of Iran* and from the *Kingdom of Siam* to *Thailand.*

Nations classify as higher education. Two Governments—the Polish People's Republic and the Union of Soviet Socialist Republics—report a Ministry of Higher Education. Unlike the first Government, the second states in its answer to the questionnaire that "there is no special central organ dealing with primary and secondary education."

Some Ministries have functions in fields which are not reflected in Ministry names. Cultural functions and those related to administration of justice are not necessarily identified as illustrated respectively in National sections for the Republic of Ecuador and the Oriental Republic of Uruguay. Religious affairs frequently are not identified in Ministry names as indicated in National sections for the Republics of Austria and Finland, the Kingdom of Iran, the State of Israel, and Thailand, to name a few.

Place in Government.—With 2 exceptions, National level Ministries of Education are reported as being at Cabinet or Ministerial level in Government organization. Enabling legislation supplied by the Governments of the Commonwealth of Australia and the United States of America contains provisions which position their respective Offices of Education a step below Cabinet level. National sections show the Commonwealth Office of Education is attached to the Prime Minister's Office and the Office of Education in the United States of America is part of the Department of Health, Education, and Welfare.

On the basis of data from these Governments and for purposes of this study, the 2 Offices of Education are assimilated in status to that of Ministries of Education and included under that generic name. Each Government states its Office of Education is the major National level public administrative body in education. Enabling legislation for these entities is separate from that for the respective Prime Minister's Department or Department of Health, Education, and Welfare. These separate laws vest technical functions in education either in the head of the Office or in the Office itself—not in the Prime Minister or Secretary of Health, Education, and Welfare, and not in their respective Departments.

Landmarks in development.—Column 5 of table 2 identifies some landmarks in historical development of Ministries of Education. Entries start with early relevant Government information and end with data pertinent to a Ministry reported as operative in Part II of the study. Detail in coverage depends on Government approach in answering the questionnaire. Some replies confined historical information primarily to dates for the founding of National level education entities, law continuing to be operative, or the like. Others included historical detail or references on eras when form of Government was different.

Some landmarks identify founding of agencies, posts, or systems. Others mark Government or Ministry reorganization. Still others represent changes in names of the same agencies to reflect different emphases. Such is the case reported, for example, in the name shown with the first 1948 date for the Republic of Indonesia.

The earliest specific date is in the entry for the Spanish State reporting education under a former National level Secretariat of State effective January 28, 1747. National sections such as those for the Republics of China and Korea indicate—without giving specific dates—that Emperors and Kings sometimes had education staffs hundreds of years before the 18th Century.[6] The October 14, 1773 date for the Polish People's Republic is the earliest reported for establishment of a specifically named National level body primarily for education—the former Commission for Public Education.

Toward the other end of the time span are 2 entities showing 1958 establishment dates. One is the Department of Bantu Education coordinate with the Department of Education, Arts and Science in the Union of South Africa. The other is the Central Ministry of Education in the United Arab Republic.

Perhaps there is a relation between illiteracy of the majority of the world's population through the years and paucity of evidence that educators or educational movements sparked creation of Ministries of Education.[7] In general, establishment of initial National level public education agencies and breaks or changes in their continuums reflect political conditions as well as significance of education to Governments.

Landmarks center around the time of acquisition or restoration of National sovereignty, change in Government leadership, National boundary adjustment, occupation by a foreign power, revolution, war, and the like. They also reveal a relation to geographic scope of change at their times in history.[8]

---

[6] *In* James F. Abel, *op. cit.* p. 1 states: "The tradition of a national office concerned with education extends in China back some 41 centuries to the time when the ruler Shun appointed Hsieh minister of education to teach the people the duties of the five human relationships. . . . The notable example of a minister of education in the early Christian Era is Alcuin who, from 781 A.D. to his death, was confidential advisor to Charlemagne in that monarch's schemes of education."

[7] *See* [United States] Department of Education, *Report of the Commissioner of Education with Circulars and Documents Accompanying the Same; Submitted to the Senate and House of Representatives June 6, 1868*, Washington: Government Printing Office, 1868. p. 3, for evidence that State and City School Superintendents "memorialized Congress" on February 10, 1866 "for the establishment of a National Bureau of Education" which resulted in 1867 enabling legislation.

[8] James F. Abel (*op. cit.* p. 1) states: "Very frequently ministries of education came into being immediately after great national or international disasters."

In the 18th and 19th centuries, landmarks reflect change in individual Nations or in those within a region. Organization of public schooling in 1791 is reported for the French Republic during the social upheaval of that Nation's Revolutionary Era. Another action in an individual Nation is the 1867 establishment of the National level education entity in the United States of America soon after 4 years of civil hostilities.

Initial dates in the early part of the 19th Century for nearly half the represented Latin American Nations came about the time of moves for the independence of peoples under the leadership of Liberator Simón Bolívar. Initial and other landmarks around mid-19th Century in entries for various European Nations, occurred during the wave of efforts—some abortive and some successful in that period—to establish Constitutional or Parliamentary Governments oriented along the lines of Western democracy.

In the first quarter of the 20th Century, a clustering of landmarks for Nations in more than one region occurs around the time when hostilities of the first World War ended in 1918 and Peace Treaties and League of Nations Mandates began to be operative in the early 1920's. In the European and Middle Eastern regions, for example, the 1918 entry for the Czechoslovak Republic and the 1920 entry for the Republic of Turkey reflect action in a new and in a re-alined State. One in this era for the Kingdom of the Netherlands identifies creation of a separate Ministry of Education, Arts and Sciences in a Nation continuing as a Monarchy. Another entry—for the Hashemite Kingdom of Jordan—illustrates action in a State then a Mandated Territory.

Around mid-20th Century, another clustering of dates occurs on a more global basis during and shortly after close of hostilities of World War II. The relation between landmarks and upheavals in the wake of that holocaust appears in many of the National sections. Those for the Commonwealth of Australia with nearly a half century of sovereignty at the time, the then newly sovereign Union of Burma, and the Republic of Korea with 1948 restoration of sovereignty are illustrative.

Legal basis.—Column 6 of table 2 lists laws of organic type and other basic actions having the force of law which underlie some of the landmarks and, particularly, those for Ministries of Education reported as operative in National sections. Legal bases vary. Among them are decrees, decree laws, laws, orders, ordinances, regulations, and actions consummated with transfer of sovereignty.

To facilitate reference to instruments, a few dates are shown by calendar in use in the particular Nation as well as by the Gregorian calendar. Differences in completeness of identification stem both from the means National powers use in indentifying their acts and from practice followed by Governments in responding to the questionnaire.

Laws may or may not have a specific title. They usually have some form of annual, consecutive, or eral numbering and show the year of passage. Some bear several dates marking completion of legislative action, signing into or proclaiming as law or both, and perhaps a different operative date. Similar identification tends to be less complete on executive actions, particularly when decisions are taken in Cabinet or Council.

Some Governments mentioned actions in general terms. Others referred to pertinent portions of *National Codes* or *Statutes at Large* or gave information leading to the original source. Still others supplied legal texts in original fly-leaf or pamphlet print or in offset or translated form.

A date in column 5 may differ from the corresponding one in column 6. For example, the earlier date shown for the Kingdom of Greece reflects establishment of the Ministry of National Education and Religion and the later one relates to a time when new legislation became operative. In other cases, differences indicates a time interval between passage of an act and its implementation. For example, implementation in India of a July 18, 1947 British action is dated August 15, 1947.

In still other instances, variations reflect additional, amended, or new law affecting the same Ministry as in entries for the Republic of China, the State of Israel, and Japan. Sometimes provisions for educational organization are developed and perhaps partially implemented over a period of time pending more comprehensive entry into force as part of preliminary or final action related to attainment of Statehood or restoration of sovereignty. Illustrations are found within entries for India, the Republic of the Philippines, and the United Kingdom of Libya on one hand and the Republic of Korea on the other.

Languages.—Official texts of treaties and participation in intergovernmental organizations show that Governments traditionally used French and later English and Spanish, too, as working languages for many of their diplomatic and other intergovernmental relations. In contrast, an indication of variety of languages in domestic use in the 69 Governments is reflected in the 43 listed in column 7 of table 2. Many other languages as well as dialects are reported in National sections as shown, for example, in those for India, Thailand, and the United Kingdom of Great Britain and Northern Ireland.

To the extent National sections identify Government, National, official, or Republic or State languages, this information is indicated in column 7. Otherwise, languages represent those used in law and other Government documentation for Nations concerned. These domestically used languages are aligned in table 2 to correspond with language used in particular name forms for Nations and Ministries. The frequency tabulation which follows shows the nine languages reported by 2 or more Governments:

Spanish	17	Chinese	2
English	15	German	2
Arabic (including Classical Arabic)	9	Hindi	2
French	8	Portuguese, and	2
		Swedish	2

The 34 other languages listed for a single Nation are Afghan Persian, Africaans, Amharic, Bahasa Indonesia, Bengali, Burmese, Creole, Czech, Danish, Dutch, Finnish, Flemish, Gaelic, Greek, Hebrew, Icelandic, Irish, Italian, Japanese, Korean, Lao, Malay, Nepali, Norwegian, Pashto, Persian (Parsi), Polish, Russian, Serbo-Croatian, Slovak, Thai, Turkish, Urdu, and Viet-Namese.

State-related faiths.—National Constitutions and other fundamental legislation examined for the study reveal clues to the relationship between religion and National level educational administration in 32 Nations or approximately 46 percent of the 69 represented. Reflecting this facet of National setting for educational administration are State-related faiths; namely, those specified in Constitutional-type instruments as "official" or "State" religions, as having a "special position" in the Nation, and/or as the subject of State agreements.

This legal documentation identifies a single State-related faith in each of 30 Nations. Two are listed for the Republic of Finland as a whole. Two for different geographic areas are reported for the United Kingdom of Great Britain and Northern Ireland. National entries in column 8 of table 2 are limited to State-related faiths in these 32 Nations. The following frequency tabulation summarizes the data without detail related to sects within a particular faith:

Catholicism	12	Anglican	1
Islam (Moslem)	8	Jewish	1
Lutheran	5	Presbyterian	1

Buddhism	3		—
Orthodox	3	Total	34

Contrasting with these Constitutional-type clues to a relationship between educational and religious affairs are many others not limited solely to Governments reporting State-related faiths. Governments in general express public concern for education of the Nation's citizenry as a whole regardless of auspices under which education is offered. In this context, the 32 Governments with State-related faiths tend to report public responsibilities directly related to religion or religious education as illustrated, for example, in National sections for the Kingdom of Norway and the State of Israel. In certain instances, some of the schools for religious education are identified as State institutions as shown for the State of Israel.

In the same context of Government interests in an educated citizenry, the 37 Governments not reporting a State-related faith tend to state that their concerns are limited to nonreligious matters in institutions for religious education and those offering general, professional, or technical instruction under religious auspices. As shown for the French Republic, the State may have authority to ensure that instruction is "not contrary to law and morality and that it is given under healthy conditions" without having authority to interfere with teaching methods in a denominational institution. In other cases, Governments report their authority to inspect and/or approve, license, or close private as well as public educational institutions.

Some of the 37 Governments report that their Ministries of Education have organizational units related to religious affairs. For example, National sections for the Republic of Austria, Japan, and the Grand Duchy of Luxembourg respectively report a Church Affairs Office, a Research Bureau Division concerned with religious matters, and a "major organizational unit" for Religious Affairs.

Still other Governments in the group not reporting a State-related faith, indicate concerns with nonreligious educational standards and with inspection of denominational schools receiving grants or subsidies from public funds. Examples appear in country summaries for the Republic of Indonesia and the Kingdom of the Netherlands.

An exception to these nonreligious concerns is found in the National section for the Republic of Turkey. It reports a Government Decree authorizing the Ministry of Education to determine courses of study, curriculums, and school schedules, including those for instruction in the Islamic faith in primary schools.

BEST COPY AVAILABLE

Table 2.—National level Ministries of Education listed by cooperating Nation with related information on form of Nations in law, historical development and legal bases of Ministries, languages, and State-related faiths.

No.	Nations		Ministries of Education			Languages [3]	State-related faiths [4]
	Name [1]	Form in law [2]	Name [1]	Historical development in brief	Legal bases		
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
1	Afghanistan, Kingdom of. (Doulat i Pádsháhí ye Afghánistán)	Single entity under command and direction of Monarch.	[Royal Afghan] Ministry of Education. (Wazarate Muarif)	Circa 1907—first office. Circa 1931—Ministry of Education	Fundamental Regulations	Afghan Persian—official. Pashto—official. Classical Arabic.	Islam (Hanafi).
2	Argentine Republic República Argentina	Federal Republic	Ministry of Education and Justice. Ministerio de Educación y Justicia	1853—Ministry of Justice, Cult, and Public Instruction. 10-11-1898—Ministry of Justice and Public Instruction. 2-14-1948—Department of National Education. 1949—Ministry of Education 6-8-1956—Ministry of Education and Justice.	Law. Decree Law.	Spanish.	Catholicism (Roman Apostolic).
3	Australia, Commonwealth of.	Federal State in Commonwealth of Nations.	Commonwealth Office of Education, Prime Minister's Department.	11-8-1945—Commonwealth Office of Education.	Education Act 1945 (No. 55 effective 11-8-1945) as amended.	English.	
4	Austria, Republic of Republik Österreich	Federal Republic	Federal Ministry for Education. Bundesministerium für Unterricht	1848—Imperial Royal Ministry for Matters Concerning Public Worship and Education. 1918—State Office for Education. 1920—Federal Ministry for Education until 1938 annexation of Nation by Third German State. 4-27-1945—State Office for Public Enlightment, for Instruction and Education and for Matters Concerning Public Worship. 1946—Federal Ministry for Education.	Law.	German—official.	

5	Belgium, Kingdom of. Royaume de Belgique *or* Koninkrijk België	Unitary Constitutional Monarchy.	Ministry of Public Instruction. Ministère de l'Instruction Publique	1830—Ministry of the Interior 1884—Ministry of the Interior and of Public Instruction until attached to Ministry of Agriculture, Industry, and Public Works. 1907—Ministry of Sciences and of the Arts. 1932—Ministry of Public Instruction.	Royal action exercised in practice on Prime Minister's proposal.	French. Flemish.	
6	Brazil, United States of. Estados Unidos do Brasil	Federal Republic	Ministry of Education and Culture. Ministério da Educação e Cultura	Prior to 1930—Ministry of Justice and Interior and other Ministries. 11-14-1930—Ministry of Education and Health. 7-25-1953—Ministry of Education and Culture.	Presidential Decree 19, 402 of 11-14-1930. Presidential Decree Law 1, 920 of 7-25-1953.	Portuguese.	
7	Burma, Union of (Pyee-Daung-Su Myanma-Nainggan)	Union Republic	Ministry of Education (Pyinnya-Ye-Wungyi Htana)	Education Department created by British. 1942—Education under Japanese Military Administration. 7-1945—Education Department under Civil Affairs Service, British Military Administration. 1-4-1948—Ministry of Education	Transfer of authority on attainment of Statehood.	English — "may be permitted." Burmese—official.	Buddhism.
8	Canada Canada	Federal State in Commonwealth of Nations.	[Extra-Provincial responsibilities distributed among Federal Departments].		[British North America Act of March 29, 1867 decentralized education authority and responsibility to Provinces].	English. French.	
9	Chile, Republic of República de Chile	Unitary State	Ministry of Public Education Ministerio de Educación Pública	2-1-1837—Ministry of Justice, Worship and Public Education. 7-21-1887—Ministry of Justice and Public Education. 11-30-1927—Ministry of Public Education.	Organic Law of 2-1-1837 Organic Law of 7-21-1887. Organic Law of Ministries, No. 7912 of 11-30-27, as amended, and Decree-Law No. 246 of 7-23-1953.	Spanish.	
10	China, Republic of (Chung Hua Ming Kuo)	Democratic Republic.	Ministry of Education (Chiao-yu Pu)	Prior to 1-1-1912 founding of Republic—Imperial bodies. 1912—Ministry of Education 1927—Education and Research Council. 1928—Ministry of Education	Provisional Government action. National Government action. Organic Law of the National Government of 12-7-1928 and Executive Yuan Organic Law of 1947, as amended.	Chinese.	

BEST COPY AVAILABLE

BEST COPY AVAILABLE

Table 2.—National level Ministries of Education listed by cooperating Nation with related information on form of Nations in law, historical development and legal bases of Ministries, languages, and State-related faiths—Continued.

No.	Nations		Ministries of Education			Languages [3]	State-related faiths [4]
	Name [1]	Form in law [2]	Name [1]	Historical development in brief	Legal bases		
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
11	Colombia, Republic of. República de Colombia	Unitary Republic.	Ministry of National Education. Ministerio de Educación Nacional	3-18-1826—Directorate-General of Public Instruction. 1954—Ministry of National Education.	Great Colombian Congressional Law of 3-18-1826. Decree-Law No. 2282 of 1954.	Spanish.	Catholicism.
12	Costa Rica, Republic of. República de Costa Rica	Unitary State.	Ministry of Public Education Ministerio de Educación Pública	1824—St. Thomas House of Education. 1844—Directorate General of Public Instruction. 1857—Ministry of Public Instruction with later changes in name. 8-18-1944—Ministry of Public Education.	National Assembly Act. Under Costa Rican Bill of Rights of 1844. Code of Education (Law No. 181 of 8-18-1944) and Fundamental Law of Education (No. 2,160 of 9-27-1957).	Spanish.	Catholicism (Roman Apostolic).
13	Cuba, Republic of. República de Cuba	Unitary State.	Ministry of Education Ministerio de Educación	1902—Department of Public Instruction and Fine Arts. 10-10-1940—Ministry of Education.	Action with entry in force of 10-10-1940 Constitution.	Spanish.	
14	Czechoslovak Republic. Ceskoslovenska Republika	Unitary State of two Slav Nations.	Ministry of Education and Culture. Ministerstvo Školství a Kultury	1848—Ministry of Culture and Schooling (abolished in 1860). 1867—Ministry of Culture and Schooling. 11-4-1918—Ministry of Education and National Enlightenment. 1939—reorganization when Slovakia became a separate State under German guardianship. 4-2-1945—Ministry of Education and Enlightenment. 1948—Ministry of Education, Science, and Art. 1-1953—Ministry of Education and Ministry of Higher Education until 9-1953. 6-16-1956—Ministry of Education and Culture.	Government Order No. 19/1956 of 6-16-1956.	Czech. Slovak.	

15	Denmark, Kingdom of Kongeriget Danmark	Unitary Constitutional Monarchy.	Ministry of Education Undervisningsministeriet	1814—Public school system established. 1848—Ministry for Church and Education. 1916—Ministry of Education	Royal Decree Royal introduction of Ministerial system. Royal executive action.	Danish.	Evangelical Lutheran.
16	Dominican Republic República Dominicana	Unitary State	Secretariat of State for Education and Fine Arts. Secretaria de Estado de Educación y Bellas Artes	5-13-1845—Secretariat of Justice and Public Instruction. 1931—General Superintendency of Education. 1934—Secretariat of State for Education and Fine Arts.	Law of 5-13-1845 Law No. 173 of 1931. Law No. 786 of 1934.	Spanish.	Catholicism.
17	Ecuador, Republic of República del Ecuador	Unitary Democratic State.	Ministry of Education Ministerio de Educación Pública	Prior to 1884—Ministry of the Interior. 1884—Ministry of Public Instruction and Ecclesiastical Affairs with later changes in name. 1930—Ministry of Education	Law of Administrative Regimen.	Spanish—official.	
18	El Salvador, Republic of República de El Salvador	Unitary State	Ministry of Culture Ministerio de Cultura Popular o Ministerio de Cultura	Prior to 1945—Ministry of Foreign Affairs, Justice and Public Instruction. 2-28-1945—Ministry of Culture	Executive Decree No. 3 of 2-28-1945.	Spanish.	Catholicism.
19	Ethiopia, Empire of i (Yaiteyop' eyā Negusa Nagast Mangest)	Unitary Constitutional Empire.	Imperial Ethiopian Ministry of Education and Fine Arts. (Yaiteyop' eyā Negusa Nagast Mangest Yatemhertenā Yasena T'ebab Ministēr)	1894—Imperial Ethiopian Ministry of Education and Fine Arts until Italian annexation of Nation on 5-9-1936. 1941—Imperial Ethiopian Ministry of Education and Fine Arts.	Emperor's Order of 1894 Emperor's Order after 5-5-1941 restoration of National sovereignty.	English. Amharic—official.	Ethiopian Orthodox.
20	Finland, Republic of Suomen Tasavalta or Republiken Finland	Unitary Republic.	Ministry of Education Opetusministeriö	1809—Ecclesiastical Affairs and Chancery Committees. 1841—Ecclesiastical Affairs Committee. 1917—Ecclesiastical Affairs and Education Committee. 1918—Ministry of Ecclesiastical Affairs and Education. 1922—Ministry of Education	Law of 1922 on Number and General Field of Action of Ministeries of the Council of State.	Finnish—National Swedish—National.	Evangelical Lutheran. Greek Orthodox.

BEST COPY AVAILABLE

BEST COPY AVAILABLE

Table 2.—National level Ministries of Education listed by cooperating Nation with related information on form of Nations in law, historical development and legal bases of Ministries, languages, and State-related faiths—Continued.

No.	Nations		Ministries of Education			Languages [3]	State-related faiths [1]
	Name [1]	Form in law [2]	Name [1]	Historical development in brief	Legal bases		
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
21	French Republic . . . . République Française	Unitary, secular, democratic and social Republic.	Ministry of National Education. Ministère de l'Éducation Nationale	1791—Public schooling and initial National level body organized.	9-3-1791 law . .	French.	
				5-1-1802—Inspectors General to visit lycées annually .[5]	Law of 5-1-1802 .[5]		
				1806—Imperial University (denoting French academic institutions).	Napoleonic Order of 1806.		
				8-5-1815—Commission of Public . . Instruction in Ministry of the Interior .[5]	Order of 8-5-1815 .[5]		
				7-22-1820—Royal Council of Public Instruction .[5]	Ordinance of 7-22-1820 .[5]		
				12-21-1820—Council President became Minister-Secretary of State in Council of Ministers .[5]	Order of 12-21-1820 .[5]		
				8-26-1824—Ministry of Ecclesiastical Affairs and of Public Instruction. [5]	Order of 8-26-1824 .[5]		
				Circa 1830—Public instruction separated from religious affairs .[5]			
				Circa 1875—Ministry of Public Instruction and Fine Arts .[5]	Constitutional Law of 2-25-1875 [5] and Education Laws of 1875-90.		
				Circa 1933—Ministry of National Education .[5]	Education Laws [with specific enabling action not reported].		
22	Germany, Federal Republic of. Bundesrepublik Deutschland	Democratic and social Federal State.	[Extra-State authority and responsibility in education distributed among Cultural Departments in Federal Ministries].	5-1-1934—National Ministry of Science, Education and Publi Instruction (abolished in 1945).	[Basic Law of the Federal Republic of Germany, effective 3-15-1955, decentralized education authority and responsibility to States and the local level.]	German.	

23	Greece, Kingdom of.... (Vasilion Tis Ellados)	Crowned Democracy.	Ministry of National Education and Religion. (Ypourgēion Ethnikīs Paedias kai Threskevmáton).	4-15-1833—Ministry of National Education and Religion.	Action under Article 43 of then existing Constitution and Law 1242 of 1919.	Modern purist Greek—official.	Eastern Orthodox
24	Guatemala, Republic of República de Guatemala	Unitary Republic.	Ministry of Public Education Ministerio de Educación Pública	4-27-1831—planning for organization of education authorized. 9-1-1832—Education Directorate 12-14-1847—Ministry of Religious Affairs, Education and the Interior. 7-9-1874—Ministry of Education. 2-27-1956—Ministry of Public Education.	Presidential Decree of 4-27-1831. United Provinces of Central America Decree. Organic Law of National Education (Presidential Decree No. 558 of 2-27-1956).	Spanish—official.	
25	Haiti, Republic of.... République d'Haïti	Unitary Republic	Department of National Education. Département de l'Éducation Nationale ou Ministère de l'Éducation Nationale.	1806—Department of Public Instruction. 10-18-1901 Department of Public Instruction (Ministerial). 8-31-1945—Ministry of National Education.	12-27-1806 change from Empire to Republic. Law of 10-18-1901. Decree-Law of 8-31-1945 and 7-8-1955 Law on Department organization and functions.	French—official. Creole—with law determining where "permitted and even recommended."	
26	Iceland, Republic of Lýdveldid Ísland	Unitary Republic..	Ministry of Education Menntamálaráduneytid	1907—State Superintendent of Education. 1916—Ministry of Justice and Matters Ecclesiastical. 1944—Ministry of Education.....	Public Education Act of 1907 Action of 1916 increasing number of Ministries and Act on Administration of Education of 1930. Action connected with proclamation of the Republic on 6-17-1944.	Icelandic.	Evangelical-Lutheran.
27	India......... (Bharat) [8]	Democratic republican Union of States.	Ministry of Education (Shikshā Mantrālaya)	1813—authority to set apart funds for education. 1823—General Committee of Public Instruction. 1854—basis for organized educational administration. 1901—Director General of Education with Member for Education in Executive Council of Government in 1910.	British Parliament's Act of 1813 renewing East India Company Charter. British Governor General's appointment. Sir Charles Wood Despatch of 1854 on General Education in India.	English. Hindi (Devnagari script)—official.	

BEST COPY AVAILABLE

BEST COPY AVAILABLE

Table 2.—National level Ministries of Education listed by cooperating Nation with related information on form of Nations in law, historical development and legal bases of Ministries, languages, and State-related faiths—Continued.

No.	Nations		Ministries of Education			Languages [3]	State-related faiths [4]
	Name [1]	Form in law [2]	Name [1]	Historical development in brief	Legal bases		
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
				1915—Central Bureau of Education until 1921 transfer of authority to Provinces.			
				9-1-1945—Department of Education.	Government Resolution based on Sargent Plan of 1-1944.		
				8-15-1947—Ministry of Education.	British Parliament's Indian Independence Act of 7-18-1947.		
				4-17-1957—Ministry of Education. and Scientific Research.	Presidential Order of 4-17-1957.		
				4-10-1958—Ministry of Education *and* Ministry of Scientific Research and Cultural Affairs.	Presidental Order (Government Resolution No. F.28-4/58-A.3 of 4-5-1958)		
28	Indonesia, Republic of Republik Indonesia.	Unitary State	Department of Education, Instruction and Culture of the Republic of Indonesia.[5] Departmen Pendidikan, Pengadjaran dan Kebudajaan Republik Indonesia	1848—Civil servant training in Netherlands East Indies. 1867—Department of Education. 8-17-1945—Ministry of Education (later Ministry of Instruction, Education and Culture).		Bahasa Indonesia—official.	
				1948—Ministry of Education, Instruction and Culture (Jogjakarta).	Action in Republic of Indonesia of Jogjakarta (later a partitive State).		
				1948—Ministry of Education (Djakarta).	Action after transfer of sovereignty from the Dutch on 12-28-1948 to the Federal State.		
				1950—Ministry of Education, Instruction and Culture.	Acts No. 4 and 7 of 1950, No. 12 of 1954, and No. 6 of 1956.		
				8-26-1959—Department of Education, Instruction and Culture.[5]	Regulation No. 1/MP/RI/1959 of 8-26-1959.		

29	Iran, Kingdom of ..... (Dowlate Shahanshahi Iran)	Constitutional Monarchy.	Ministry of Education ..... (Vezarate Farhang).	9-14-1855—Ministry of Sciences 2-25-1906—Ministry of Sciences and Culture. 2-4-1908—Ministry of Culture or Education. 1-13-1910—Ministry of Education, Endowments, and Fine Arts. 3-24-1939—Ministry of Education.	Constitutional Law of 1907, as amended, and Administrative Law of the Ministry of 9-1-1910, as amended.	Persian (Parsi).	Islam (Sect recognizing 12 Imams).
30	Iraq, Republic of ..... (Al-Jumhuriyya Al-ʿIraqiyya)	Unitary Republic..	Ministry of Education (Wazārat Al-Maʿārif)	11-25-1920—Ministry of Education under British administration (continued with Independence). 10-1958—Ministry of Education ...	British action of 1920, Ministries Formation Law No. 37 of 1933, and Government Regulations based on Public Education Law No. 57 of 1940. Regulations of 10-1958 Concerning the Set-up and Functioning of the Ministry of Education and of Teaching.	Arabic.	Islam.
31	Ireland .... (Éire)	Unitary Democratic State.	The Department of Education. (An Roinn Oideachais)	1831—Commissioners of National (primary) Education. 1878—Intermediate Education Commissioners added. 1899—Department of Agriculture and Technical Instruction for Ireland added. 1924—The Department of Education.	Ministries and Secretaries Act, 1924 and later specialized acts.	English—2d official. Irish—National and 1st official.	Catholicism (Roman Apostolic).
32	Israel, State of ..... (Medinát Isra'el)	Unitary Republic..	Ministry of Education and Culture. (Misrād ha Hinnūkh ve-ha-Tarbūt)	1949—Ministry of Education and Culture.	*Knésset* action on formation of Government and Compulsory Education Law, 5709 (9-12-1949) as amended and State Education Law, 5713 (8-12-1953).	Hebrew—official. Arabic—official.	Jewish.
33	Italian Republic ..... Repubblica Italiana	Unitary democratic Republic based on labor.	Ministry of Public Instruction. Ministero della Pubblica Istruzione	11-30-1847—Ministry of Public Instruction. 9-12-1928—Ministry of National Education. 5-20-1944—Ministry of Public Instruction (continued by the Republic).	Royal Patents of 11-30-1847. Royal Decree No. 1661 of 9-12-1928. Royal Decree No. 142 of 5-20-1944.	Italian.	Catholicism (Roman Apostolic).

BEST COPY AVAILABLE

BEST COPY AVAILABLE

Table 2.—National level Ministries of Education listed by cooperating Nation with related information on form of Nations in law, historical development and legal bases of Ministries, languages, and State-related faiths—Continued.

No.	Nations		Ministries of Education			Languages[3]	State-related faiths[4]
	Name[1]	Form in law[2]	Name[1]	Historical development in brief	Legal bases		
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
34	Japan (Nippon)	Unitary Constitutional Empire.	Ministry of Education (Mombu-Sho)	7-18-1871—Department of Education. 1885, 1915, and 1934—Ministry of Education. 6-1-1949—Ministry of Education	Reorganizations. National Government Organization Law (No. 120 of 7-10-1948) and Ministry of Education Establishment Law (No. 146 of 5-31-1949)—both effective 6-1-1949—and later specialized laws	Japanese.	
35	Jordan, Hashemite Kingdom of. (Al-Mamlakah Al-Hashimiyah Al-Urdiniyah)	Unitary Constitutional Monarchy.	Ministry of Education (Wazaratu Al-Tarbiyati Wa Al-Ta'alim)	1918—Education office (prior to League of Nations Mandate). 1922—Department of Education in Emirate of Transjordan. 1946—Ministry of Education.	Action on recognition of State of Transjordan in 1946, reorganization after 4-24-1950 addition to National territory, and General Education Law No. 20 of 1955.	Arabic—official.	Islam.
36	Korea, Republic of (Dai Han Min Kuk)	Unitary democratic Republic.	Ministry of Education (Munkyo Bu)	Prior to 9-1895 Ordinance on education—King's Education Department. 1911—Educational Bureau under Japanese administration. 9-1945—Education under American Military Government. 8-1946—Department of Education (with Korean Director). 7-17-1948—Ministry of Education which succeeded the Department of Education on 8-15-1948.	Ordinance No. 6 of 9-29-1945 on Reopening and Operation of Schools. Department of South Korean Interim Government. Law on Organization of the Government of 7-17-1948, as amended.	Korean.	

37	Laos, Kingdom of …. Royaume du Laos	Unitary Constitutional Monarchy.	Ministry of National Education. Ministère de l'Éducation Nationale	Prior to 1909—Government schools introduced by the French. 1909—Bonze Teacher Training School and beginning of integration of Buddhist and Government programs. 1945—Education primarily under French Cultural Mission. 2-1950—Royal Government jurisdiction over primary education. 11-9-1954—Ministry of National Education and of Sports and Youth. 1957—Ministry of National Education.	Franco-Lao Cultural Agreement of 2-6-1950. Order No. 308/PC of 11-9-1954 and Franco-Lao Cultural Agreement of 4-13-1957 (bringing secondary education under the Ministry). Order transferring Sports and Youth Activities to Ministry of National Defense.	French—for international use. Lao—official.	Buddhism.
38	Lebanese Republic (Al-Jamhouriya al-Lubnaniya)	Unitary Republic.	Ministry of National Education and Fine Arts. (Wazara al-Tarraebya al-Watanya Wa al-Founun al-Jamela)	Prior to 1926—Department of Education during League of Nations Mandate to French Republic. 5-31-1926—Ministry of Education. 2-26-1944—Ministry of National Education and Fine Arts.	Decree No. 5 of 5-31-1926. Decree No. 5 of 5-31-1926, as amended by Decree No. 766 of 2-26-1944, and President's Legislative Decrees No. 25 of 2-6-1953 and No. 26 of 1-18-1955.	Arabic—official National. French—with law determining its use.	
39	Liberia, Republic of.	Unitary Republic	Department of Public Instruction.	1847—Presidential appointees authorized for education in counties. 1-26-1900—Bureau of Education…. 2-5-1912—Department of Public Instruction.	1847 Constitution (Article 5, Section 15). Education Act of 1-26-1900. General Education Act of 2-5-1912 amending Education Act of 1-26-1900.	English—official.	
40	Libya, United Kingdom of. (Al-Mamlaka Al-Libiyya Al-Muttahida)	Federal Constitutional hereditary Monarchy.	Ministry of Education…. (Wazaratu Al-Tarbiyati Wa Al-Ta ʻalīm)	12-24-1951—Ministry of Education.	Action on attainment of Statehood on 12-24-1951 and Education Law, 1952 (Law No. 5 of 9-22-1952).	Arabic—official	Islam.
41	Luxembourg, Grand Duchy of. Grand-Duché de Luxembourg	Unitary Constitutional Grand Duchy.	Ministry of National Education. Ministère de l'Éducation Nationale	8-1-1848—Department of Public Instruction. 3-24-1936—Ministry of National Education.	Crown action exercised in practice on Prime Minister's proposal.	French.	

BEST COPY AVAILABLE

BEST COPY AVAILABLE

Table 2.—National level Ministries of Education listed by cooperating Nation with related information on form of Nations in law, historical development and legal bases of Ministries, languages, and State-related faiths—Continued.

No.	Nations		Ministries of Education			Languages [3]	State-related faiths [4]
	Name [1]	Form in law [2]	Name [1]	Historical development in brief	Legal bases		
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
42	Mexican States, United. Estados Unidos Mexicanos	Federal Republic	Ministry of Public Education Secretaria de Educación Pública	Prior to 1905—Ministry of Justice and Public Instruction. 1905—Ministry of Public Instruction and Fine Arts. 9-29-1921—Ministry of Public Education.	Decree of 9-29-1921 and 1942 Federal Organic Law of Public Education, as amended.	Spanish.	
43	Nepal, Kingdom of (Nepál Rajya)	Unitary Monarchy	Ministry of Education (Shikshā Mantrālaya)	1858—Director of Education	Appointment by hereditary Prime Minister.	English. Hindi—Devnagari script. Nepali—Devnagari script.	
				2-19-1951—Ministry of Education	Action of Monarch.		
44	Netherlands, Kingdom of the. Koninkrijk der Nederlanden	Unitary Constitutional Monarchy.	Ministry of Education, Arts and Sciences. Ministerie van Onderwijs, Kunsten en Wetenschappen	1876—Conversion of academies and universities into State universities.	Higher Education Act of 1876.	Dutch.	
				Prior to 1918—Ministry of Home Affairs.			
				1918—Ministry of Education, Arts and Sciences.	Royal Decree under Constitutional Article 79.		
45	New Zealand	Unitary State in Commonwealth of Nations.	Department of Education	Circa 1852—Provincial Education Boards until Provinces abolished in 1876.	Action of Provincial Councils.	English.	
				1877—Education Department—Department of Education	Education Act, 1877 followed by Education Act, 1914 of 11-5-1914, as amended.		
46	Norway, Kingdom of. Kongeriket Norge	Unitary limited and hereditary Monarchy.	The Royal Ministry of Church and Education. Det Kongelige Kirke og Undervisningsdepartement	11-17-1818—The Royal Ministry of Church and Education.	Royal action under Constitutional Article 12 exercised in practice after taking account of majority party views.	Norwegian.	Evangelical-Lutheran.

47	Pakistan (Pakistan)	Presidential State pending restoration of representative Government.	Ministry of Education (Shikka Bibhagh) (Wazarat-i-Talimat)	1813–1947—*see* Entry 27 for India 8-1947—Education Division 1952—Ministry of Education	Government action of 8-1947 Government action of 1952	English. Bengali. Urdu.	Islam.
48	Panama, Republic of. República de Panamá	Unitary State	Ministry of Education Ministerio de Educación	1826–1903—*see* Entry 11 for Republic of Colombia. 1903—Secretariat of Public Instruction. 1906—Secretariat of Education and Agriculture. 7-1-1941—Ministry of Education	*De facto* Government action affirmed by Law of Public Instruction of 1904 (No. 11). Reorganization action. Law No. 84 of 7-1-1941.	Spanish—Republic.	Catholicism.
49	Paraguay, Republic of. República del Paraguay	Unitary State	Ministry of Education and Worship. Ministerio de Educación y Culto	Prior to 1943—Ministry of Justice, Worship and Public Instruction (with education first recognized in Ministry title in 1870). 8-13-1943—Ministry of Education and Worship.	Organic Law of 8-13-1943 and Decree-Laws 387 of 9-20-1943 and 9470 of 7-9-1945.	Spanish.	Catholicism (Roman Apostolic).
50	Peru, Republic of República del Perú	Unitary democratic Republic.	Ministry of Public Education. Ministerio de Educación Pública	2-28-1822—organic outline for education. 11-12-1823—Department of Studies Circa 1828—General Department of Public Instruction. 11-3-1886—Ministry of Justice, Instruction, Worship and Welfare. 7-30-1920—Department of Education. 1935—Ministry of Public Education	Peruvian-Bolivian Confederation action. Supreme Decree of 11-3-1886. Law of 7-30-1920. Law No. 8124 of 1935.	Spanish.	
51	Philippines, Republic of the. República de Filipinas	Unitary republican State.	Department of Education Departamento de Educación	12-20-1863—Superior Commission of Public Instruction. 1899—Superintendent of Schools 9-1-1900—General Superintendent of Education.	Spanish Decree of 12-20-1863 American Military Government action.	English—official until "otherwise provided by law." Spanish—official until "otherwise provided by law."	

BEST COPY AVAILABLE

BEST COPY AVAILABLE

Table 2.—National level Ministries of Education listed by cooperating Nation with related information on form of Nations in law, historical development and legal bases of Ministries, languages, and State-related faiths—Continued.

No.	Nations		Ministries of Education			Languages ²	State-related faiths ⁴
	Name ¹	Form in law ³	Name ¹	Historical development in brief	Legal bases		
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
				1-21-1901—Department of Public Instruction.	United States Philippine Commission Act No. 74 of 1-21-1901 and United States Public Laws No. 240 of 8-29-1916 and No. 127 of 3-24-1934.		
				11-15-1935—Department of Public Instruction.	Establishment of Commonwealth Government on 11-15-1935.		
				2-17-1942—Department of Education, Health and Public Welfare under Japanese Military administration.	Japanese Commander-in-Chief Order No. 2 of 2-17-1942.		
				10-15-1943—Ministry of Education.	Reorganization Order of 10-15-1943.		
				2-27-1945—Department of Public Instruction and Information (later Department of Instruction).	Action on restoration of Commonwealth Government.		
				10-4-1947—Department of Education.	President's Executive Order No. 94 of 10-4-1947.		
52	Polish People's Republic. Polska Rzeczpospolita Ludowa	Unitary State of People's Democracy.	Ministry of Education . . . Ministerstwo Oświaty Ministry of Higher Education. Ministerstwo Szkolnictwa Wyższego	10-14-1773—Commission for Public Education. 1794—Departments of Public Education and Instruction in Warsaw and Vilno until 1795 loss of Statehood. 1918—Ministry of Religious and Public Education until 1939. 1944—Department of Education . . .		Polish.	
				1-1-1945—Minstry of Education . . .	Under Polish Committee for National Liberation. Based on Law of 12-31-1944 on establishment of Provisional Government.		
				4-26-1950—Ministry of Higher Education added.	Law of 4-26-1950.		

53	Portuguese Republic República Portuguêsa	Unitary and corporative Republic.	Ministry of National Education. Ministério da Educação Nacional	Prior to 1863—Ministry of Interior. 1863—Ministry of Education 1873—Ministry of Interior. 7-7-1913—Ministry of Public Education. 4-11-1936—Ministry of National Education.	Law No. 12 of 7-7-1913. Law No. 1941 of 4-11-1933 and implementing legislation.	Portuguese.	Catholicism.
54	Saudi Arabia, Kingdom of. (Al-Mamlaka Al-'Arabiya As-Sa'Udiya)	Moslem Monarchy.	Ministry of Education (Wazarat Al-Ma ‘ârif)	1920—Ministry of the Interior (with Directorate General for Education). 12-24-1953—Ministry of Education.	Article 17 of Decree establishing Council of Ministers. Royal Decree 5/3/26/4950 (12-24-1953) and Royal Edict No. 380.	Arabic—official.	Islam.
55	Spanish State Estado Español	Catholic Corporate State "which, in accordance with its traditions, declares itself to be a kingdom".	Ministry of National Education. Ministerio de Educación Nacional	1-28-1747—Secretariat of State 9-20-1815—Ministry of Public Works (with Directorate General of Public Education). 4-18-1900—Ministry of Public Education. 1-30-1938—Ministry of National Education.	Royal Decree of 1-28-1747 Royal Decree of 9-20-1815. Royal Decree of 4-18-1900. Law of 1-30-1938, as amended, and Organic Law of the Ministry of National Education of 4-10-1942 as modified.	Spanish.	Catholicism.
56	Sudan, Republic of The. (Jamhuryat El-Sudan)	Constitutional powers vested in a Supreme Military Council.	Ministry of Education (Wizaret Al-Ma ‘Ārif)	Prior to 1918—Education Department under British administration. 1918—Ministry of Education	Executive Council and Legislative Assembly Ordinance, 1948.	English. Arabic—Government.	
57	Sweden, Kingdom of. Konungariket Sverige	Unitary Constitutional hereditary Monarchy.	Royal Ministry of Education and Ecclesiastical Affairs. Kungliga Ecklesiastikdepartementet	1841—Royal Ministry of Education and Ecclesiastical Affairs.	Law on number of Departments of State and Royal Special Order on Ministry duties.	Swedish.	Evangelical ("pure").
58	Thailand (Prades Thai)	Monarchy with Interim Legislature pending adoption of Constitution.	Ministry of Education (Krasuang Sukaathikarn)	1887—Department of Education 4-1-1892—Ministry of Public Instruction. 1-14-1919—Ministry of Education.	Royal Proclamation B. E. 2430 (1887). Royal Ordinance of 1-14-1919 transferring Religious Affairs Department to Ministry of the Royal Household.	Thai—National. Chinese. Malay.	Buddhism (Theravada).

BEST COPY AVAILABLE

BEST COPY AVAILABLE

Table 2.—National level Ministries of Education listed by cooperating Nation with related information on form of Nations in law, historical development and legal bases of Ministries, languages, and State-related faiths—Continued.

No.	Nations		Ministries of Education			Languages [3]	State-related faiths [4]
	Name [1]	Form in law [2]	Name [1]	Historical development in brief	Legal bases		
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
				1926—Ministry of Public Instruction. 3-8-1952—Ministry of Education	Royal Order of 1926 re-incorporating Religious Affairs Department. Section 4 of Act Reorganizing Ministries, Public Bodies, and Departments B. E. 2495 (3-8-1952) and 1958 action adding Fine Arts and Religious Affairs.		
59	Turkey, Republic of Türkiye Cümhuriyeti	Unitary secular Republic.	Ministry of Education [of the Republic of Turkey]. Maarif Vekaleti	1857—Religious Representative in Government responsible for schools. 5-10-1920—Ministry of Education.	Provisional Government action.	Turkish—official.	
60	Union of South Africa.[7] Unie van Suid-Afrika	Union of Provinces in Commonwealth of Nations.[7]	Department of Bantu Education. Departement van Bantoe-Onderwys Department of Education, Arts and Science. Departement van Onderwys, Kuns en Wetenskap	Prior to 1910—Colonial school systems. Circa 1910—Department of Education. 8-1949—Department of Education, Arts and Science. 1958—Department of Bantu Education added.	Action of Governor-General-in-Council. Action of Governor-General-in-Council.	English—official. Afrikaans—official	
61	Union of Soviet Socialist Republics. (Soiuz Sovetskikh Sotsialisticheskikh Respublik)	Federal socialist State of workers and peasants.	Ministry of Higher Education of the Union of Soviet Socialist Republics. (Ministerstvo Vysshego Obrazovaniia Soiuz Sovetskikh Sotsialisticheskikh Respublik)	Prior to 1917—Imperial Ministry of Public Education. 1917—People's Commissariat [Ministry] of Education. 1936—All-Union Committee on Higher Education. 1946—Ministry of Higher Education of the Union of Soviet Socialist Republics.	Decree of 1936. Decree of 1946 and Constitution as amended up to 9th Session of Supreme Soviet (Articles 76 and 78).	Russian.	

62	United Arab Republic.[8] (Al-Jumhuria Al-Arabia Al-Muttahida)	Unitary Union.	Central Ministry of Education. (Wazaratu Al-Tarbiyati Wa Al-Ta ʿalīm Al-Markaziyyah)	1837—Ministry of Education (Egyptian) until abolished circa 1854.		Arabic.	
				Circa 1863—Ministry of Education (Egyptian).			
				3-8-1920—Ministry of Education (Syrian) until 7-25-1920.	Action of the King.		
				7-22-1922—Education (Syrian) under French administration.	League of Nations mandate of 7-22-1922.		
				1-1-1944—Education under Syrian Government.	Agreement of 12-27-1943 transferring power to Republic of Syria on 1-1-1944		
				12-21-1944—Ministry of Education (Syrian).	Law No. 121 Embodying the Organization of Public Education of 12-21-1944 and Law No. 202 and Decree No. 224 of 1945.		
				1958—Ministry of Education in the Region of Egypt *and* Ministry of Education in the Region of Syria.	Presidential Decrees of 1958 and Decree No. 1532 of 9-2-1959 (Region of Syria) replacing Law No. 202 and Decree No. 224 of 1945.		
				10-7-1958—Central Ministry of Education.	Presidential Decree of 10-7-1958.		
63	United Kingdom of Great Britain and Northern Ireland.	Multi-Nation Monarchy with uncodified Constitution.	Ministry of Education [England and Wales].	1839—Privy Council Special Committee for education in England, Scotland, and Wales.	Order in Council of 1839. . . .	English.	Anglican (England). Presbyterian (Scotland).
				1856—Education Department	Order in Council of 1856.	Gaelic (Irish, Scottish, and Welsh-British).	
				8-9-1899—Board of Education (England and Wales).	Board of Education Act, 1899 (8-9-1899).		
				8-3-1944—Ministry of Education (England and Wales).	Education Act, 1944 (8-3-1944).		
			Ministry of Education for Northern Ireland.	Prior to 6-7-1921—Education functions for Ireland divided among Commissioners (elementary education and financial schemes), a Board (intermediate education), and Department of Agriculture and Technical Instruction. 6-7-1921—Ministry of Education for Northern Ireland.	Action of Lord Lieutenant of Ireland 6-7-1921 and Education Acts (Northern Ireland), 1923 (6-22-1923) and 1947 (3-27-1947)		

BEST COPY AVAILABLE

BEST COPY AVAILABLE

Table 2.—National level Ministries of Education listed by cooperating Nation with related information on form of Nations in law, historical development and legal bases of Ministries, languages, and State-related faiths—Continued.

No.	Nations		Ministries of Education			Languages [3]	State-related faiths [4]
	Name [1]	Form in law [2]	Name [1]	Historical development in brief	Legal bases		
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
			Scottish Education Department.	8-6-1872—Privy Council Committee (Scotch Education Department) and Board of Education for Scotland. 1885—Secretary of State for Scotland as *de facto* Parliamentary head for education. 7-26-1926—Principal Secretary of State of Scotland. 5-25-1939—Scottish Education Department functions vested directly in Secretary of State for Scotland.	An Act to amend and extend the provisions of the Law of Scotland on the subject of Education of 8-6-1872. Appointment recognizing need for separate administration for Scotland. Order in Council of 7-26-1926 under Secretaries of State Act, 1926 (7-15-1926). Reorganization of Offices (Scotland) Act, 1939 (5-25-1939) and Education (Scotland) Act, 1946 (11-6-1946).		
64	United States of America.	Federal Republic	Office of Education, Department of Health, Education, and Welfare.	1791—Education power reserved to States or the people. 3-2-1867—Department of Education. 7-1-1869—Office of Education (in Department of the Interior). 7-12-1870—Bureau of Education (in Department of the Interior). 5-14-1930—Office of Education (in Department of the Interior). 7-1-1939—Office of Education (in Federal Security Agency). 4-11-1953—Office of Education (in Department of Health, Education, and Welfare).	Under Article X of additions and amendments to 1789 Constitution. Act of 3-2-1867. Act (Appropriations) of 7-20-1868. Act (Appropriations) of 7-12-1870. Act (Appropriations) of 5-14-1930. Presidential reorganization authorized by Reorganization Act of 4-3-1939. Presidential reorganization approved by Joint Resolution (Law) of 4-1-1953 effective 4-11-1953.	English.	

65	Uruguay, Oriental Republic of. República Oriental del Uruguay	Unitary democratic Republic with Plural Executive.	Ministry of Public Instruction and Social Welfare. Ministerio de Instrucción Pública y Previsión Social	1877—Directorate General of Public Instruction. 1883—Ministry of Justice, Worship and Public Instruction. 1891—Ministry of Public Development. 1907—Ministry of Industries, Development, and Public Instruction. 1911—Ministry of Justice and Public Instruction. 3-19-1935—Ministry of Public Instruction and Social Welfare.	Law of 1877 ………… Law of 3-19-1935.	Spanish.	
66	Venezuela, Republic of. República de Venezuela	Federal Republic	Ministry of Education Ministerio de Educación	3-18-1826—Directorate General of Public Instruction (Bogatá). 3-10-1827—Subdirectorate for State of Venezuela. 1830—Secretariat of the Interior and Justice (including education). 7-17-1838—Directorate for education. 4-18-1854—Ministry of the Interior and Justice (including education). 5-25-1857—Secretariat of the Exterior (including education). 7-6-1860—Secretariat of the Exterior and Public Instruction. 1-9-1862—Secretariat of the Exterior (including education). 7-25-1863—Ministry of Development (including education). 5-24-1881—Ministry of Public Instruction. 7-17-1936—Ministry of National Education. 12-31-1950—Ministry of Education.	Great Colombian Congressional Law of 3-18-1826. Great Colombian Presidential Decree of 3-10-1827. Action on dissolution of Federation. Executive Decree of 7-17-1838. Law on Organization of Public Instruction of 4-18-1854. Law of 5-25-1857. Law of 7-6-1860. Decree of 1-9-1862. Decree on Government Organization of 7-25-1863. Law of 5-24-1881. Law of Ministries of 7-17-1936. Organic Statute of the Ministries of 12-31-1950.	Spanish.	Catholicism.

BEST COPY AVAILABLE

BEST COPY AVAILABLE

Table 2.—National level Ministries of Education listed by cooperating Nation with related information on form of Nations in law, historical development and legal bases of Ministries, languages, and State-related faiths—Continued.

No.	Nations		Ministries of Education			Languages [3]	State-related faiths [4]
	Name [1]	Form in law [2]	Name [1]	Historical development in brief	Legal bases		
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
67	Viet-Nam, Republic of République du Viêt-Nam or (Viet-Nam Cong-Hoa)	Republic	Department of National Education. Département de l'Éducation Nationale (Bô Qûôc-Gia Giáo-Duc)	Prior to 1948—Education under French administration. 7-31-1948—Ministry of National Education.	Presidential Decree No. 46 of 7-31-1948 and Decrees No. 33 GD of 12-19-1949 and No. 21 GD/ND of 2-3-1955.	French. Viet-Namese (Annamese).	
				10-26-1955—Department of National Education.	Action on attainment of Statehood on 10-26-1955 and Decree No. 98 GD/ND of 2-21-1956.		
68	Yemen, Kingdom of (Al-Mamlakaii Al-Mutawakil-yah Alyamaniah)	Unitary Moslem Monarchy.	Ministry of Education (Wizarat Al-Ma ᶜārif)	Ministry of Education [date not reported].	Royal fiat	Arabic.	Moslem (Zaidi Sect).
69	Yugoslavia, Federal People's Republic of. Federativna Narodna Republika Jugoslavija	Socialist democratic Federal State.	Secretariat for Education and Culture. Sekretarijat za Prosvetu i Kulturu	Prior to 1945—Royal Ministry of Education. Circa 1945—Federal Ministry of Education. 1950—Federal Council for Education and Culture. 1953—Secretariat for Education and Culture.	Action under Fundamental Law of 1953.	Serbo-Croatian.	

---

[1] Names appear first in English or English language translation. If other than English, they next appear in 1 or 2 languages reported in use in the Nation. Transliterations are shown in parentheses. To the extent provided for the study, Government forms are used with some variations resulting among National entries when the same characters are transliterated into Roman letters—particularly from the Arabic.

[2] See caveat 1 on p. 15.

[3] Language identification is limited to a maximum of 3. Where National sections identify Government, National, official, or Republic or State languages, such information is indicated. Languages are alined with name form in col. 2.

[4] Identification of faiths is limited to those shown in National sections as "official" or "State" faiths, as having a "special position" or as being the subject of State agreements.

[5] Data are from footnote to the National section added after date of the section.

[6] On April 4, 1960, the Embassy of India advised the Office of Education of its Government's use of the English form —*India*—as the name of the Nation.

[7] On May 31, 1961 (after this table was prepared) the Union became the Republic of South Africa (Republiek van Suid-Afrika) and withdrew from the Commonwealth of Nations.

[8] The Region of Syria of the United Arab Republic became the Syrian Arab Republic on September 29, 1961.

Other National Level Ministries

Except for the Republic of Ecuador, Kingdom of Yemen, and Federal People's Republic of Yugoslavia, participating Governments specifically mention one or more Ministries of State other than the Ministry of Education as having particular National level responsibilities in the field of education. These responsibilities may be of a policy or operating nature or both. Their type and scope bear a direct relation to degree of centralization of education power in the Nation and distribution of that central power among National level public agencies.

Two Ministries other than the Ministry of Education usually have National responsibilities related to education from the point of view of National welfare within the international community. Governments tend to report that their Ministries of Defense have responsibility for military education and training and sometimes for related facets such as literacy training for enlisted personnel. Their Ministries of Foreign Affairs usually are reported as exercising certain international educational relations functions particularly at the diplomatic level.

In the two countries not reporting a National level Department or Ministry of Education, most of the education authority and responsibility is shown as decentralized to other levels of Government. The part reserved at National level in Canada and the Federal Republic of Germany is shown as distributed among various Ministries. In others where much of the responsibility is decentralized, Governments report their "Ministries of Education" as being primarily advisory, coordinating, and facilitating agencies. Other National level responsibilities in education may be vested in other entities in these Nations as reported in National sections such as those for the Commonwealth of Australia, India, Pakistan, the United Kingdom of Great Britain and Northern Ireland, and the United States of America.

Some Governments report specialized Ministries exercise control over educational matters in areas within their competencies as illustrated in the country summary for the Republic of Austria. In contrast, others report that various Ministries have administrative and operating responsibilities in education while the Ministry of Education has authority to approve or to exercise control over these activities as illustrated in National sections for the Kingdom of Afghanistan and the Republic of Turkey.

A particular program may cut across the technical interests of more than a single Ministry. Program responsibility may be assigned to one of them as in the case of medical care and examination of school children assigned to the Ministry of Public Health and Social Welfare in the Republic of Venezuela.

In other cases, Ministries concerned may be assigned responsibilities for different aspects of the same program or for developing cooperative programs. Illustrative are school health functions mentioned in National sections for the Kingdom of Denmark, the Republics of Liberia and of the Philippines, Thailand, and the Republic of Turkey. In a similar manner, separate parts of the school construction program may be assigned to different Ministries.

BEST COPY AVAILABLE

Photo by Basabe, Madrid; courtesy, Government of the Spanish State

This class is in a primary school built after a July 17, 1956 *Law* of the Spanish State authorized a bond issue for a *Five-Year School Construction Plan* under which Provincial and municipal authorities and private entities collaborate with the State and its Ministry of National Education.

National Non-Ministerial Entities

The study reports a variety of National level agencies in education which are other than Ministries. Some are Boards such as the Central Advisory Board of Education established by the Government of India to advise the Central and State Governments. Some are Councils such as the Education Council appointed by the Sovereign in the Kingdom of the Netherlands to advise on educational problems on request of the Minister of Education, Arts and Sciences or on its own initiative.

Other National level bodies are Commissions such as the Australian Universities Commission established on a permanent basis, the National Education Planning Commission appointed in the Kingdom of Nepal to conduct a survey and make recommendations for immediate and longrange action, and the Presidentially appointed short-term Commission on National Education in Pakistan. Still others are independent Committees such as those forming the United Kingdom National Commission for UNESCO serviced by a Secretariat in the Ministry of Education in London.

In addition, there are colleges, institutes, and universities operating under enabling provisions which establish them as separate National level entities. Examples are the University College under *Imperial Charter* in the Empire of Ethiopia and the *National Charter* educational institutions in the Republic of the Philippines.

Other Bodies

Governments without National level Ministries of Education report unique arrangements for handling certain educational functions for their Nations as a whole. The National section for Canada indicates that a voluntary nongovernmental organization —The Canadian Education Association—performs quasi-public functions by serving as a technical link between Provincial Departments of Education and intergovernmental organizations concerned with education. In addition, the Department of External Affairs calls on it to prepare certain nonstatistical reports on education in the Nation using information supplied by Provincial Departments of Education.

In another country, Ministers of Education in the States are identified as members of the Committee on Cultural Questions of the upper chamber of Parliament and constitute the Permanent Conference of Ministers of Education of the States in the Federal Republic of Germany. The Conference has a General Secretariat in the Capital City of the Nation for liaison with the Federal Government in the field of education and for other activities.

Some Governments indicate use of education agencies at lower levels of Government to perform particular National functions. The Government of the Commonwealth of Australia reports the working out of agreements whereby some education responsibility for Nationally administered inland territories is handled by State Governments of New South Wales and of South Australia. In its reply to the questionnaire, the Government of the Union of Soviet Socialist Republics states:

> Attached to the Ministry of Education of the RSFSR [Russian Soviet Federative Socialist Republic] there are also a State Publishing House for Teaching and Pedagogical Materials, State Publishing House for Children's Literature, Main Administration for the Technical Teaching-Aid Industry, Main Administration for Supply of Educational Institutions, and Central Institute of Advanced Studies for the leading officials in the field of education.
>
> The RSFSR Academy of Pedagogical Sciences is also under the jurisdiction of the Ministry. . . .
>
> The Academy . . . is the center of scientific research work in the field of pedagogical science and school construction.

Ministers of Education (Table 3)

Table 3 on succeeding pages summarizes by Nation most of the data on appointment and service of the 71 heads of National level Ministries of Education. Similar to study practice for Ministries, a generic name—*Ministers of Education*—frequently is used to denote titles of those heading the 71 National level major administrative agencies in the field of education. Like other terms used generically, this one is enclosed in quotation marks when it is a short form for a few specific forms which differ.

Official titles.—Titles of the 71 National level entities are listed in their official forms in column 3. They appear first in English and then, to the extent appropriate, in one or two other languages or—parenthetically—in transliteration. Languages correspond to those shown for names of Nations and of Ministries in preceding table 2.

Corresponding to information on "Ministries," entries for Canada and the Federal Republic of Germany report no National level Minister specifically for education. Those for the Polish People's Republic and the Union of South Africa report 2 each as heading separate "Ministries" for different levels of education and for different segments of the population respectively. The entry for the United Kingdom of Great Britain and Northern Ireland shows 3 heading "Ministries of Education" in separate geographic areas of the Nation.

After eliminating words identifying a Nation or the National level, there are 27 titles which are the same as the generic title and 28 which are similar in substance in that they identify arts and sciences, education, and/or instruction. These 55 represent a little over 77 percent of the total.

Eight titles identify education and culture or fine arts. Another —Minister of Culture—in the entry for the Republic of El

Salvador—encompasses education in its meaning. These 9 are about 13 percent of the total.

The remaining 7 include about 10 percent. Combined in title content for 6 of them are education or instruction and justice, religion, or social welfare. The other—Secretary of State for Scotland—in the entry for the United Kingdom of Great Britain and Northern Ireland—is among those not directly paralleling names of corresponding "Ministries of Education." It also is unique among those identified in the study.

The position it represents is 1 of 3 for the specific Nation and in the entire study which is concerned with education in a part of a country rather than the Nation as a whole.[9] Scope of portfolio includes matters pertaining to the Scottish Education Department and the other domestic affairs of State in the area.[10] In other words, the occupant is reported as the political head of Scotland.

Other variations in titles and corresponding names of education entities relate to nomenclature in use rather than to scope of portfolio as in Scotland. An education entity known as a Department instead of a Ministry may have a Minister or a Secretary as indicated in entries for Ireland and the Republic of Liberia. Reported for the 2 Offices of Education are a Director in the Commonwealth of Australia and a Commissioner of Education in the United States of America.

Some Governments report that their respective "Ministers of Education" hold or may hold more than a single portfolio as indicated in the National section for the Grand Duchy of Luxembourg. In these cases, additional portfolios may vary from time to time—usually when the party in power changes, a new Prime Minister is named while the same party is in power, or the same Prime Minister decides to re-aline portfolio assignments Only the portion of the title which relates to the Education portfolio is included in column 3 in such instances. The official's additional portfolios are related to his total Cabinet or Government role—not to the post of Minister of Education per se.

Appointing authority.—Column 4 of table 3 reports the way law vests authority to appoint Ministers of Education. It also includes information supplied by Governments on pertinent traditional practice within the framework of law.

---

[9] In contrast, for example, the Government of the United Arab Republic reports Ministries of Education in the Regions of that country and a Central Ministry of Education as well.

[10] The National section indicates that the Minister of Education based in the National Capital is vested with certain international educational relations responsibilities for the Nation as a whole as well as with domestic responsibilities related to education in England and Wales.

Variations in legal wording to express similar information are in evidence. For purposes of summarizing data, the title *Prime Minister* is used in a generic sense to include such titles as Cabinet or Government Formator,[11] Chairman or President of the Council of Ministers, Federal Chancellor, President of the Executive Yuan, and Prime Minister. Similarly, the word *nomination* is used to cover instances in which the appointing authority acts on the advice, choice, nomination, proposal, or recommendation of another authority.

Twenty-four Ministers of Education are reported as being appointed by an Emperor, Monarch, President, or Prime Minister; 3 by the legislative body; and 2 by the executive body. These 29 appointed under the sole authority of a single individual or entity represent nearly 41 percent of the grand total of 71.

For another 29, representing nearly another 41 percent of the total, the "Prime Minister" is shown with legal authority or with traditional responsibility to "nominate" while another authority appoints the Minister of Education. The appointing authority is reported as the Monarch in 12 Nations, the President in another 12, and the Governor or Governor-General in the other 5.

The remaining 13, or a little over 17 percent of the total are shown as appointed by a particular authority subject to specified conditions. These conditions include some form of approval, confidence vote, confirmation, consent, or sanction by another authority either before or after appointment.

Qualifications by law.—Column 5 of table 3 reports legal requirements for appointment as Minister of Education. It also indicates the Governments which state that qualifications are not specified in law. Those which are specified in law tend to apply to candidates for (1) Parliamentary seats, (2) political posts in general, or (3) Ministerial posts in general. A few exceptions relate to legal prohibition against appointment of a Minister of Education from among members of the clergy—as shown in the entry for the Republic of Peru—or from among those in active military service as illustrated in entries for the Republics of China, Haiti, and Korea.

---

[11] When there is more than a single Government Formator, the Government reports that one of them usually becomes Prime Minister as indicated in the National section for the Republic of Indonesia.

None of the requirements is of a professional nature in the fields of administration and education. None is discriminatory in terms of sex of the candidate.[12] Where identified specifically, minimum age requirements range from 21 to 40 years. Most of the requirments relate to such matters as age, citizenship, dual service, franchise rights, integrity, morality, nepotism, and nonmembership in political parties of foreign origin.

A few Governments volunteered information that the Minister is an educator or traditionally chosen from among such ranks. Examples of National sections revealing this type of information are those for the Republic of Haiti, the Republic of Korea, and the United States of America. Sometimes documentation related to other parts of the questionnaire revealed similar information. Examples not mentioned in National sections pertain to the Commonwealth of Australia and the Republic of Panama.

Governments were not asked to supply data on professional training in education and related experience of their Ministers of Education. Volunteered information cannot be considered comprehensive for the 71 Ministers.[13]

Basis for term of office.—Column 6 of table 3 provides detail on some primary factors determining length of time a Minister of Education holds his post exclusive of such factors as termination of service caused by death, legally determined malfeasance in office, or voluntary resignation. Another tabulation is concerned with length of term.[14]

With a single exception, data show term of office is indefinite and based primarily on pleasure of the appointing official, retention of Parliamentary confidence by the Government collectively or the Minister individually, or some combination of these factors. Enabling legislation for the Australian Commonwealth Office of Education specifies a 5-year term for the Director with eligibility for reappointment.

---

[12] At the time Governments answered the questionnaire, 1 of the 71 posts was reported as occupied by a woman: namely, in the Republic of Colombia. Governments indicated several women were in ranking posts such as Permanent Secretary in the Ministry of Education in London or head of a major Division in various other Ministries.

[13] The 1930 study cited illustrations in which (1) an educator is appointed, (2) the "office . . . is considered to be a *petit* ministry, that is, one to which younger and less experienced politicians are appointed and in which they may gain experience to prepare them for other and presumably more responsible places," (3) "policy . . . is rather against than for that of appointing an educator," and (4) Ministers are "selected on the basis of their political influence and the number of votes in Parliament that they are able to bring to the support of the cabinet." *See:* James F. Abel. *Op. cit.* p. 9–10.

[14] *See* table 4, p. 72.

Some National sections indicate basis for term of office is tantamount to elective term of the appointing authority or members of the legislative body. Those for Ireland and the Kingdom of the Netherlands are illustrative.

Legislative service.—Column 7 presents information pertinent to dual service as Minister of Education and as a member of the Nation's legislative body. Represented are the 65 of the 71 posts on which information was supplied by Governments.

Thirty-four of them—about 52 percent—either are shown as not being authorized to serve simultaneously in the legislature or as being required to relinquish the legislative post either on appointment as Minister of Education or within a specified time thereafter. Dual service for 18—about 28 percent—is reported as customary for 9 and possible for the other 9. For the 13 others—20 percent—data indicate that Ministers either are members of the legislature or are required to become members within a specified time after appointment to Ministerial posts.

Legislative service may be by virtue of the Ministerial post as indicated for the Spanish State. Instances in which a Minister *must* be chosen from among legislative members are illustrated in entries for Ireland and the Kingdom of Nepal. When the Minister *may* be so chosen, he may cease to be a member of the legislature or continue to be a member while being prohibited from exercising legislative duties during Ministerial tenure as reported respectively, for example, in National sections for the Republics of El Salvador and Indonesia.

In contrast, a Minister may be chosen from outside the legislative membership and then must become a member within a specified time as indicated for India. The Minister's voting rights in the legislature are suspended during dual tenure in a Ministerial post in some countries and retained in others as indicated respectively in country summaries for the Kingdom of Norway and the Republic of Peru.

National sections show that Ministers of Education have the right to be heard in the legislative body on matters within their official competencies. In addition, they show that Ministers usually are subject to questioning on Ministerial matters when a legislator or a legislative body so requests.

Superior authorities.—Governments in general report that Ministers of Education have responsibility for seeing that reports and recommendations pertaining to Ministry affairs are sent directly or through higher channels to the power of Government responsible for appropriating National funds. In this sense, Ministers of Education report to the legislature or—in a few instances—to the single entity or individual vested with centralized National power.

In contrast with this typical practice, column 8 of table 3 identifies those to whom the 71 Ministers of Education report in their day-to-day activities. Reading the data in conjunction with those in column 4 reveals clues to form of respective Governments and reflects extent to which those to whom Ministers report are the same as those who nominate and appoint Ministers of Education.

Columns 4 and 8 are basically the same for 36 "Ministers of Education" representing about 51 percent of the total. The largest number in this group are in Nations with Constitutions calling for separation of executive, judicial, and legislative powers. Appointments tend to be made by the Chief Executive, with or without some form of action by the Legislative Power. Then the official may report directly to the Chief Executive or to another official in the Executive Power as shown respectively for the Republic of the Philippines and the United States of America.

In one of the Parliamentary-type Governments, a similar situation holds. The entry for the Commonwealth of Australia shows the Governor-General formally credentialing the Director of the Commonwealth Office of Education on nomination of the Prime Minister. Then the Minister reports directly to the Prime Minister rather than the formal appointing authority. As the National section indicates, the Prime Minister rather than the Director of the Commonwealth Office of Education is the official directly responsible to Parliament.

In general in Parliamentary-type Governments, appointing authorities and superior authorities of Ministers of Education tend to be reported as basically the same only when both the Executive and Legislative Powers of Government enter formally into the appointment process. Entries for the Kingdom of Greece and the Republic of Turkey are illustrative.

Information tends to be different in columns 4 and 8 for the other Parliamentary-type Governments. When Parliament does not enter formally into the appointing process, Governments indicate that the Prime Minister represents the majority party of Parliament or heads a coalition. He and his party or representatives of the coalition rather than Parliament as a whole or a House of Parliament usually nominate and the Sovereign or his representative usually has the appointing authority. Ministers

(Continued on p. 71)

BEST COPY AVAILABLE

Table 3.—National level Ministers of Education with related information on title, appointment, qualifications, basis for term of office, legislative membership, and superior officers and bodies in cooperating Governments.

No. (1)	Nations (2)	Ministers of Education Title [1] (3)	Appointing authority (4)	Qualifications in law (5)	Basis for term of office (6)	Service in Legislature (7)	Superior officers and bodies (8)
1	Afghanistan, Kingdom of.	Minister of Education (Wazir Al-Muarif)	Prime Minister with Monarch's sanction.	Afghan subject Moslem.	Pleasure of Monarch	No	Prime Minister and Parliament under the Monarch.
2	Argentine Republic.	Minister-Secretary of State in the Department of Education and Justice—shortened to: Minister of Education and Justice. Ministro Secretario de Estado en el Departamento de Educación y Justicia — Ministro de Educación y Justicia.	President	Inhabitant of Nation without other requisite than "fitness."	Pleasure of President	Prohibited	President.
3	Australia, Commonwealth of.	Director of the Commonwealth Office of Education.	Governor-General on advice of Prime Minister.	None specified in enabling Act.	5 years—eligible for reappointment.	No	Prime Minister.
4	Austria, Republic of.	Federal Minister for Education. Bundesminister für Unterricht.	Federal President on Federal Chancellor's recommendation.	Eligible for election to National Council—qualified voter over 26 years of age.	Confidence in Minister and Government tenure.	Not necessarily	Federal Chancellor and National Council.
5	Belgium, Kingdom of.	Minister of Public Instruction. Ministre de l'Instruction Publique.	Monarch on proposal of Government formator.	Citizen Not in Royal Family. Parliamentary seat requirements if chosen from that body—including at least 25 or 40 years of age (House or Senate).	Confidence in Minister and Government tenure.	Usually	Monarch, Prime Minister, and Parliament.
6	Brazil, United States of.	Minister of Education and Culture. Ministro da Educação e Cultura	President	Brazilian nationality Enjoyment of "full" political rights. Over 25 years of age.	Pleasure of President	Prohibited	President.
7	Burma, Union of	Minister of Education (Pyinnya-Ye-Wungyi)	President on nomination of Prime Minister.	If chosen from Parliament—at least 25 years of age and other seat requirements.	Confidence in Minister and Government tenure.	Yes or must become a member.	Prime Minister and Parliament.
8	Canada						

9	Chile, Republic of.	Minister of Public Education. Ministro de Educación Pública	President.	Same as for Deputy—citizenship, right of suffrage (at least 21 years old) and "never" sentenced for certain offenses.	President's confidence in Minister.	Prohibited	President.
10	China, Republic of.	Minister of Education (Chiao-yu Pu Pu-Chang)	President on recommendation of President of Executive Yuan [Prime Minister].	Not in active military service Not in Legislative Yuan.	Prime Minister's and Legislative Yuan's confidence in Minister and Government tenure.	Prohibited	Prime Minister and Executive and Legislative Yuans.
11	Colombia, Republic of	Minister of National Education. Ministro de Educación Nacional	President	Same as for Representative—citizen in exercise of rights, not previously convicted of certain crimes, and more than 25 years of age.	Pleasure of President	Prohibited	President.
12	Costa Rica, Republic of.	Minister of Public Education. Ministro de Educación Pública	President	Citizen enjoying "full" rights. 10-year residence in country. Layman. At least 25 years of age.	Pleasure of President	Prohibited	President.
13	Cuba, Republic of	Minister of Education Ministro de Educación	President who is required to report appointment to Senate.	Cuban by birth At least 30 years of age. Enjoyment of "full" civil and political rights. No business relations with State, Provinces, or municipalities.	Pleasure of President, Government tenure, and Congressional confidence in Minister.	Possibly	President, Prime Minister, and Congress.
14	Czechoslovak Republic.	Minister of Education and Culture. Ministr Školství a Kultury	President	None prescribed in law	Pleasure of President, Government tenure, and National Assembly confidence in Minister.	[Specific data not reported].	Government and National Assembly and its Presidium.
15	Denmark, Kingdom of.	Minister of Education Undervisningsminister	Monarch on designation by Government formator *or* Prime Minister.	Danish subject	Pleasure of Monarch, Government tenure, and Assembly confidence in Minister.	Possibly	Prime Minister, Monarch, and Parliament.
16	Dominican Republic.	Secretary of State for Education and Fine Arts. Secretario de Estado de Educación y Bellas Artes.	President	Citizen in exercise of civil and political rights. If naturalized, 5 years of nationality. At least 25 years of age.	Pleasure of President	Prohibited	President.
17	Ecuador, Republic of.	Minister of Education Ministro de Educación Pública	President	Ecuadoran by birth In "full" exercise of citizenship rights. At least 25 years of age.	Pleasure of President	Prohibited	President.

BEST COPY AVAILABLE

BEST COPY AVAILABLE

Table 3.—National level Ministers of Education with related information on title, appointment, qualifications, basis for term of office, legislative membership, and superior officers and bodies in cooperating Governments—Continued.

No.	Nations	Ministers of Education					
(1)	(2)	Title [1] (3)	Appointing authority (4)	Qualifications in law (5)	Basis for term of office (6)	Service in Legislature (7)	Superior officers and bodies (8)
18	El Salvador, Republic of.	Minister of Culture Ministro de Cultura Popular *o* Ministro de Cultura	President	Salvadoran by birth Over 25 years of age. Layman. Of "well-known morality and education." In exercise of citizenship rights for 6 years immediately preceding appointment. Not one who might benefit in certain ways in private or business life. Not a "close relative" of President.	Pleasure of President	No—ceases to be a Deputy if appointed from among them to serve as Minister.	President.
19	Ethiopia, Empire of.	Imperial Ethiopian Minister of Education and Fine Arts. (Yaiteyop' eyā Negusa Nagast Mangest Yatembertenā Yasena T' ebab Minister).	Emperor	Not a Prince eligible for Crown. At birth, Minister's parents must have been Ethiopian subjects.	Pleasure of Emperor	[Specific data not reported].	Emperor.
20	Finland, Republic of.	Minister of Education Opetusministeri	President	Native born citizen known for "honesty and ability."	Government tenure and Diet confidence in Minister.	Usually	Prime Minister, President and Diet.
21	French Republic	Minister of National Education. Ministre de l'Éducation Nationale	President on proposal of Prime Minister.	None specified in law.	Government tenure unless President approves Prime Minister's request to terminate Minister's functions.	Incompatible	Prime Minister and National Assembly.
22	Germany, Federal Republic of.	....					
23	Greece, Kingdom of.	Minister of National Education and Religion. (Ypourgós Ethnikís Paedías kaí Threskevmáton)	Monarch on nomination of Prime Minister and with Parliamentary confirmation of Government.	Not in Royal Family Service as judge is incompatible. If a Deputy—citizen at least 25 years of age, "lawfully qualified voter," and not in specified incompatible positions.	Government tenure up to 4-year Parliamentary term and Parliamentary confidence in Minister.	Usually	Prime Minister and Parliament.

24	Guatemala, Republic of.	Minister of Public Education. Ministro de Educación Pública	President	Citizen in "full" enjoyment of citizenship rights. More than 30 years of age. Secular status. Not a relative of President. Not involved in specified financial and legal matters.	Pleasure of President except when Congress, on appeal, ratifies lack of confidence vote.	Prohibited	President.
25	Haiti, Republic of	State Secretary of National Education *or* Minister of National Education. Secrétaire d'État de l'Éducation Nationale *ou* Ministre de l'Éducation Nationale	President	Haitian and "never to have renounced Haitian nationality." At least 30 years of age. In enjoyment of civil and political rights. Not personally involved in specified Government contracts and concessions. Free from unauthorized "plurality of salaried State positions." Not in active military service. Not in previous Cabinet if National Assembly was dissolved.	Pleasure of President	Prohibited—may be selected from its membership.	President.
26	Iceland, Republic of.	Minister of Education Menntamálaráðherra	President—in practice on Prime Minister's recommendation.	Citizen	Government tenure and Parliament's "political" confidence in Minister.	Usually	Prime Minister and Parliament.
27	India	Minister for Education (Shikshā Mantrī)	President on advice of Prime Minister.	If chosen from Parliament—citizen, not less than 25 or 30 years of age (House or Council), not in unauthorized office of profit, and other seat requirements.	Pleasure of President—usually for 5 years—or Government tenure unless for 6 "consecutive months" Minister is not a member of either Parliamentary House.	Usually—or must become a member.	Prime Minister and—collectively with other Ministers—House of the People
28	Indonesia, Republic of.	Minister of Education, Instruction and Culture. Menteri Pendidikan, Pengadjaran dan Kebudajaan	President on recommendation and countersignature of Cabinet formator(s).	Citizen At least 25 years of age Not debarred from suffrage and its exercise. Not deprived of "right to be elected."	Government tenure and confidence in Minister.	Prohibited to exercise legislative duties while a Minister.	Prime Minister, President, Vice-President, and House of Representatives.
29	Iran, Kingdom of.	Minister of Education (Vazir Farhang)	Monarch—in practice on Prime Minister's recommendation.	Mussulman [Moslem] Iranian by birth. Iranian subject. Not a Prince of "first rank" (son, brother, or uncle of Monarch).	Government tenure and Monarch's, National Assembly's, and Senate's confidence in Minister.	Prohibited	Prime Minister, Monarch, National Assembly, and Senate.
30	Iraq, Republic of	Minister of Education (Wazir Al-Maʿārif)	Prime Minister with approval of Council of State [Presidency].	None specified in Interim Constitution.	Pleasure of Prime Minister with Council of State approval when Minister is relieved of duties.	Yes—legislative power vested in Council of Ministers.	Prime Minister and Council of State.

BEST COPY AVAILABLE

BEST COPY AVAILABLE

Table 3.—National level Ministers of Education with related information on title, appointment, qualifications, basis for term of office, legislative membership, and superior officers and bodies in cooperating Governments—Continued.

No. (1)	Nations (2)	Ministers of Education Title [1] (3)	Appointing authority (4)	Qualifications in law (5)	Basis for term of office (6)	Service in Legislature (7)	Superior officers and bodies (8)
31	Ireland	Minister for Education (Áire Oideachais)	President on nomination of Prime Minister with prior approval of House of Representatives.	At least 21 years of age Not under "disability or incapacity" by Constitution or law.	Government tenure up to 5-year term of House of Representatives and Prime Minister's confidence in Minister.	Yes—required	Prime Minister and—collectively with other Ministers—House of Representatives.
32	Israel, State of	Minister of Education and Culture. (Sár ha-Hinnúkh ve-ha-Tarbút)	Government formator after party or inter-party negotiations and with legislative confidence vote in Government.	Declaration "to be loyal" to State and "comply" with Knésset [legislative] decisions.	Government tenure up to 4-year term of legislative body.	Usually	Knésset.
33	Italian Republic	Minister Secretary of State for Public Instruction *called* Minister of Public Instruction. Ministro Segratario di Stato per la Pubblica Istruzione e Ministro della Pubblica Istruzione	President on proposal of Prime Minister and with Parliamentary confidence vote in Government.	If chosen from Parliament—voter at least 25 years of age on election day if a Deputy or 40 if a Senator. Oath of office before President.	Government tenure and Parliament's confidence in Minister.	Usually	Prime Minister and Parliament.
34	Japan	Minister of Education (Mombu-Daiji)	Prime Minister	Civilian	Pleasure of Prime Minister and Government tenure unless House of Representatives is dissolved within 10 days of "no confidence vote."	Usually	Prime Minister and—collectively with other Ministers—Diet.
35	Jordan, Hashemite Kingdom of.	Minister [of Education] (Al-Wazir)	Monarch on Prime Minister's recommendation.	If Representative or Senator—requirements applicable to such post.	Prime Minister's pleasure, Government tenure, and House of Representatives' confidence in Minister.	Possibly	Prime Minister and House of Representatives.

36	Korea, Republic of.	Minister of Education (Munkyo Bu Chang Kwan)	Prime Minister with action confirmed by President.[2]	Not in active military service.	Prime Minister's pleasure confirmed by President, tenure of Prime Minister, and tenure of State Council, or until convocation of House of Representatives after general election.[2]	Not required if majority of State Council members are members of National Assembly or House of Representatives is dissolved.[2]	State Council (under chairmanship of Prime Minister) and jointly with other State Council members to House of Representatives.[2]
37	Laos, Kingdom of.	Minister of National Education. Ministre de l'Éducation Nationale	Monarch on nomination by Monarch's designee for Presidency of Council of Ministers after National Assembly confidence vote in Council of Ministers.	National Assembly vote of confidence. Loyalty oath.	Prime Minister's confidence in Minister and Government tenure up to 5-year National Assembly term.	Compatible	President of Council of Ministers and National Assembly and—between sessions—its Standing Committee.
38	Lebanese Republic.	Minister of National Education and Fine Arts. (Al-Wazīr al-Tarraebya al-Watanya Wa al-Founun al-Jamela)	President—in practice on Prime Minister's nomination.	Lebanese	Pleasure of President, Government tenure, and Chamber of Deputies' confidence in Minister.	Possibly	Prime Minister and Chamber of Deputies.
39	Liberia, Republic of.	Secretary of Public Instruction.	President with advice and consent of Senate.	Oath to support Constitution and "faithfully and impartially" discharge duties.	Pleasure of President subject to address of Legislature on reasons for removal.	Prohibited	President.
40	Libya, United Kingdom of	Minister of Education (Al-Wazīr Al-Tarbiyati Wa Al-Ta ʿalīm)	Monarch on Prime Minister's proposal.	Libyan Not a member of Royal Family.	Pleasure of Prime Minister.	Possibly	Prime Minister and Parliament.
41	Luxembourg, Grand Duchy of.	Minister of National Education. Ministre de l'Éducation Nationale	Crown—traditionally on Prime Minister's recommendation and requiring Chamber of Deputies approval after appointment.	None specified in Constitution and organic laws.	Government tenure and Prime Minister's and Deputies' confidence in Minister.	[Specific data not reported].	Prime Minister and Chamber of Deputies.
42	Mexican States, United.	Minister of Public Education C. Secretario de Educación Pública	President	Mexican citizen by birth. In "full" exercise of rights. At least 30 years of age.	Discretion of President except for requirement to resign 90 days in advance of running for Congress.	No	President.
43	Nepal, Kingdom of.	Minister of Education [His Majesty's Government, Nepal]. (Shikshā Mantrī)	Majority party nomination from party members in parliament with Monarch's confirmation.[2]	None except "equality of opportunity for all citizens" in matters of appointment.[2]	Pleasure of Monarch and usually concurrent with Cabinet tenure.[2]	Yes—Cabinet and Monarch exercise interim legislative power.[2]	Prime Minister, Cabinet, and Monarch.[2]

BEST COPY AVAILABLE

BEST COPY AVAILABLE

Table 3.—National level Ministers of Education with related information on title, appointment, qualifications, basis for term of office, legislative membership, and superior officers and bodies in cooperating Governments—Continued.

No.	Nations	Ministers of Education					
		Title[1]	Appointing authority	Qualifications in law	Basis for term of office	Service in Legislature	Superior officers and bodies
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
44	Netherlands, Kingdom of the.	Minister of Education, Arts and Sciences. Minister van Onderwijs, Kunsten en Wetenschappen	Monarch—by tradition on recommendation of Government formator.	Declaration on no promises and gift giving relative to post. Oath of office. If chosen from States-General—Netherlands subject or legally recognized as such, "completed" age of 30, and not deprived of eligibility or excluded from exercise of elective franchise under specified conditions.	Government tenure—usually corresponding to 4-year term of Second Chamber and with eligibility for reappointment.	May hold both posts for "not more than three months" and "shall" sit in both Chambers with "advisory voice."	Parliament and—in practice—the Prime Minister.
45	New Zealand.....	Minister of Education	Governor-General—by tradition on Prime Minister's nomination from majority party in House of Representatives.	If chosen from Parliament—registered as an elector and not disqualified by Electoral Act provisions, nor undischarged bankrupt under law, nor civil servant or contractor to Public Services as defined in Act.	Government tenure—usually corresponding to 3-year term of House of Representatives—and Parliament's confidence in Minister.	Yes	Prime Minister and Parliament.
46	Norway, Kingdom of.	Minister of Church and Education. Kirke og Undervisningsminister	Monarch—in practice on Prime Minister's recommendation from National Assembly majority party members.	Requirement for Council of State membership—citizen not under 30 years of age.	Government tenure with tradition requiring resignation when a new Prime Minister is chosen. Monarch may dismiss individual after hearing opinion of Council of State.	Possibly—without voting rights.	Prime Minister, Council of State, Monarch, and National Assembly.
47	Pakistan . .	Minister for Education ..... (Shikka Mantri) (Wazir-i-Talimat)	President	Not specified in law	Pleasure of President	No—National legislature dissolved.	President
48	Panama, Republic of.	Minister of Education Ministro de Educación	President	Same as for Deputy—citizen in exercise of rights, at least 25 years of age, naturalized at least 10 years if such citizen, not within proscribed degrees of blood relationship or affinity with President or among Ministers, and not holding judicial duties.	Pleasure of President—up to President's 4-year term.	No—if from National Assembly, a vacancy is created by the appointment.	President.

49	Paraguay, Republic of.	Minister of Education and Worship. Ministro de Educación y Culto	President	Native born citizen At least 30 years of age. Enjoy "widely accepted reputation for trustworthiness and conversance with public affairs."	Pleasure of President	Incompatible	President.
50	Peru, Republic of.	Minister of Public Educacion. Minstro de Educación Pública	President on proposal and with agreement of Chairman of Council of Ministers.	Same as for Deputy—Peruvian by birth, enjoy right of suffage, at least 25 years of age, and native or 3-year residence in electoral department. Non-membership in political party "of international organization." Non-membership in the clergy.	Pleasure of President up to President's 6-year term, except that resignation must be accepted when Congressional Chamber votes censure or Minister is defeated in making non-approval of Ministerial initiative a matter of "confidence."	Yes—membership functions not suspended while a Minister.	President, Council of Ministers, and Congress.
51	Philippines, Republic of.	Secretary of Education Secretario de Educación.	President with consent of [Congressional] Commission on Appointments.	Citizen residing continuously in Republic for 3 years before appointment. At least 30 years of age. Oath of office.	Pleasure of President	Prohibited	President.
52	Polish People's Republic.	Minister of Educacion Minister Oświaty. Minister of Higher Education Minister Szkolnictwa Wyzszego	Legislature on recommendation of Prime Minister—for both Ministers.	Not specified in law.	Pleasure of Legislature	[Specific data not supplied].	Council of Ministers and Legislature—for both Ministers. Prime Minister.
53	Portuguese Republic.	Minister of National Education. Ministro da Educação Nacional	President on recommendation of Prime Minister who countersigns appointment.	Citizen	Pleasure of President with Prime Minister countersigning resignation of retiring Minister.	No	Prime Minister.
54	Saudi Arabia, Kingdom of.	Minister of Education (Wazīr Al-Ma ʿārif)	Monarch on Prime Minister's proposal.	Saudi May not have "bad reputation" or have been convicted of a "crime or felony." Oath of office.	Prime Minister's tenure or until Monarch excuses Minister on request of Prime Minister.	No	Prime Minister.
55	Spanish State.	Minister of National Education. Ministro de Educación Nacional	President	None specified in law	Discretion of Head of State who is President of Government.	Yes—ex officio.	President.
56	Sudan, Republic of The.	Minister of Education (Wazīr Al-Ma ʿĀrif)	Prime Minister [Military Governor] with consent of Supreme Military Council.	None specified in law	Pleasure of Prime Minister and Government tenure.	No—legislative powers vested in Supreme Military Council.	Military Governor [Prime Minister].

BEST COPY AVAILABLE

BEST COPY AVAILABLE

Table 3.—National level Ministers of Education with related information on title, appointment, qualifications, basis for term of office, legislative membership, and superior officers and bodies in cooperating Governments—Continued.

No. (1)	Nations (2)	Ministers of Education					
		Title [1] (3)	Appointing authority (4)	Qualifications in law (5)	Basis for term of office (6)	Service in Legislature (7)	Superior officers and bodies (8)
57	Sweden, Kingdom of.	Minister of Education and Ecclesiastical Affairs. Statsråd och chef för Ecklesiastikdepartementet	Monarch on Prime Minister's nomination.	Must be "capable, experienced, honorable, and generally respected native" subject. May not perform duties or receive income from other office.	Pleasure of Prime Minister and tenure of Government.	Usually	Prime Minister and Parliament.
58	Thailand	Minister of Education (Ratamontri wa karn Krasuang Suksathikarn)	Monarch on recommendation of Council of Ministers.	Not specified in law	Pleasure of President of Council of Ministers and Government tenure.	Permissible without relinquishing seat.	President of Council of Ministers and Interim Legislature.
59	Turkey, Republic of.	Minister of Education Maarif Vekili	Prime Minister from Grand National Assembly membership with presentation of Government to Assembly after Presidential approval for confidence vote in program and policy.[3]	Grand National Assembly eligibility—citizen not in service of foreign State, not deprived of civil rights or under guardianship, not having received specified sentences, and able to read and write Turkish.[3]	Pleasure of Grand National Assembly.[3]	No [3]	President, Prime Minister and Grand National Assembly.[3]
60	Union of South Africa.[3]	Minister of Bantu Education Minister van Bantoe-Onderwys Minister of Education, Arts and Science. Minister van Onderwys, Kuns en Wetenskap	Governor-General on nomination of Prime minister usually from senior members of majority party—for both Ministers.[3]	As Members of Parliament—not less than 30 years of age and registered owner of "immovable property" in Union if a Senator. Qualified to be registered as a voter for election of members of House of Assembly in a Province. 5 years of residence in Union, of European descent, and Union nationality. Declare allegiance. Not disqualified by specified conviction, insolvency, unsound mind, or holding specified offices such as those for profit.	Usually the 5-year term of House of Assembly unless House is dissolved at earlier date.	Yes—except that either of the 2 may be a Minister of State up to 3 months before being or becoming a member.	Prime Minister, Cabinet, and Parliament—for both Ministers.

61	Union of Soviet Socialist Republics.	Minister of Higher Education of the Union of Soviet Socialist Republics. (Ministr Vysshego Obrazovaniia Soiuz Sovetskikh Sotsialisticheskikh Respublik)	Supreme Soviet of the Union of Soviet Socialist Republics.	None specified in law	Pleasure of Council of Ministers of the Union of Soviet Socialist Republics.	[Specific data not reported].	Council of Ministers of the Union of Soviet Socialist Republics.
62	United Arab Republic.	Minister of Education of the Central Government. (Al-Wazīr Hukuma Al-Markaziyyah).	President	None specified in law	Pleasure of President	Prohibited	President.
63	United Kingdom of Great Britain and Northern Ireland.	Minister of Education [England and Wales] Minister of Education for Northern Ireland Secretary of State for Scotland.	Monarch on Prime Minister's choice. Governor on behalf of Monarch and with advice of Prime Minister of Northern Ireland Monarch on Prime Minister's choice.	For election to appropriate House of Commons—at least 21 years of age and subject of Monarch. For Northern Ireland—also a member of Privy Council.	Usually coincident with tenture of particular Government up to 5-year term of Parliament or—in Northern Ireland—of House of Commons; eligible for reappointment on reelection; and subject to replacement on policy disagreement	Usually Yes—or within 6 months become a member. Yes.	Appropriate Prime Minister and Parliament—for the 3 officials.
64	United States of America.	United States Commissioner of Education.	President with advice and consent of Senate.	Citizen Free from financial involvement to obtain post. Loyal to United States constitutional form of Government. Oath of office and supporting affidavits.	Pleasure of President	Prohibited	Secretary of Health, Education, and Welfare and President.
65	Uruguay, Oriental Republic of.	Minister of Public Instruction and Social Welfare. Ministro de Instrucción Pública y Previsión Social.	Resolution of National Council [executive] of Government.	Same as for Senator—natural citizen in "full" exercise of civil rights or legal citizen exercising rights for 7 years, and at least 30 years of age.	Pleasure of National Council of Government unless either Chamber of General Assembly passes censure judgment requiring resignation.	Prohibited	National Council of Government [Executive Power].
66	Venezuela, Republic of.	Minister of Education Ministro de Educación	President	Native born Lay Venezuelan. Over 30 years of age.	Pleasure of President unless Chamber of Deputies votes censure requiring resignation.	Prohibited	President.
67	Viet-Nam, Republic of.	Secretary of State for National Education. Ministre de l'État pour l'Éducation Nationale (Bô-Tru'ö'ng Bô Quôc-Gia Giáo-Duc).	President	Citizen	Pleasure of President subject to legal procedures for malfeasance in office.	Prohibited	President.

BEST COPY AVAILABLE

Table 3.—National level Ministers of Education with related information on title, appointment, qualifications, basis for term of office, legislative membership, and superior officers and bodies in cooperating Governments—Continued.

No.	Nations	Ministers of Education					
		Title [1]	Appointing authority	Qualifications in law	Basis for term of office	Service in Legislature	Superior officers and bodies
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)
68	Yemen, Kingdom of	Minister of Education (Wazir Al-Ma ʿārif)	Monarch	Not specified in law	Pleasure of the Monarch	No—legislative power vested in Monarch.	Monarch.
69	Yugoslavia, Federal People's Republic of.	Secretary for Education and Culture. Sekretar za Prosvetu i Kulturu	Federal Executive Council.	Requirements applicable to persons in service of State.	Pleasure of Federal People's Assembly.	Yes	Federal Executive Council and Federal People's Assembly.

---

[1] Names appear first in English or English language translation. If other than English, they next appear in 1 or 2 languages reported in use in the Nation. Transliterations are shown in parentheses. To the extent provided for the study, Government forms are used with some variations resulting among National entries when the same characters are transliterated into Roman letters—particularly from the Arabic.

[2] Data are from footnote to the National section added after date of the section. For the Kingdom of Nepal, data are from the first paragraph of the footnote only.

[3] *See:* Footnote to National section.

BEST COPY AVAILABLE

then report within the Executive Power of Government and are responsible and/or share in collective Government responsibility to Parliament. There are 32 Ministerial appointees or about 45 percent of the total in this group.

The system shown is different for the remaining 3 Ministers representing approximately 4 percent of the total. Governments of the Polish People's Republic and the Union of Soviet Socialist Republics report that their 3 Ministries in the field of education are appointed by the supreme organ of State power and they report in the first instance, to the supreme organ of executive power in the particular Nation.

Cabinet membership.—Similarity of practice accounts for omission of information on Cabinet membership in table 3. Each top education official is reported as a political official of Government. With 3 exceptions, they are shown as occupying Cabinet posts. Heads of the 2 Offices of Education report administratively to Cabinet officers. Cabinet service was not mentioned in the reply for the Government of the Kingdom of Yemen. The National section shows that the Minister of Education is appointed by Royal fiat and reports to and serves at the pleasure of the Imam—the Monarch in whom is vested the National power.

Length of Service (Table 4)

Table 4 which follows, summarizes Government responses to the query on dates when the incumbent and his immediate predecessor began service as Ministers of Education.[15] Intent of the question—to uncover average, median, and range in terms of service—accounts for omission of detail on a country by country basis in National sections.

The tabulation relates to 57 of the 71 posts or approximately 80 percent of the total. It is based on terms served by predecessors to incumbent Ministers of Education at the time respective Governments responded to the questionnaire. Specific dates for entrance on duty of the incumbent, his predecessor, or both were omitted from Government replies relating to 11 posts. For the other 3 terms not represented in table 4, each Government reported that the incumbent was the initial appointee. One stated its initial appointee already had been in office for a year and a month, another 3 years and a month, and the other 10 years and 11 months. The latter is the longest continuous term reported by Governments.

---

[15] Question 3. b. in Appendix B.

BEST COPY AVAILABLE

Table 4.—Length of service of 57 Ministers of Education based on terms served by predecessors of incumbents at the time respective Governments replied to the questionnaire.

Number of terms (1)	Service in years and months [1] (2)	Total months (3)
1	0 - 0 [7 days]	0
4	0 - 2	8
3	0 - 3	9
1	0 - 5	5
5	0 - 6	30
5	0 - 7	35
1	0 - 8	8
1	0 -10	10
1	0 -11	11
1	1 - 0	12
1	1 - 1	13
2	1 - 2	28
1	1 - 3	15
3	1 - 4 (median)	48
1	1 - 7	19
1	1 - 8	20
1	1 - 9	21
1	1 -11	23
1	2 - 3	27
1	2 - 6	30
1	2 - 7	31
1	2 - 8	32
1	2 - 9	33
1	2 -10	34
1	2 -11	35
1	3 - 0	36
1	4 - 0	48
1	4 - 1	49
1	4 - 2	50
1	4 - 7	55
2	5 - 0	120
2	5 -10	140
1	5 -11	71
2	6 - 0	144
1	6 - 3	75
1	7 - 6	90
1	8 - 0	96
1	8 - 5	101
57	2 years and 4 months (average)	1,612

[1] Except for the 7 days in the initial entry of column 2, the first 15 extra days in an individual term are dropped and 16 or more are counted as an additional month. Interims between resignations of Ministers and assumption of duties by successors are excluded.

Shown in the tabulation are the frequency for each different term of service and the total number of months represented in each frequency. The shortest term is 7 days and the longest is 8 years and 5 months. This range is practically identical with that shown in the 1930 study where the coverage was different.

The first study reported terms served by 196 appointees during the time 4 Ministries of Education had been in existence in different continental European Nations. These terms ranged from "Less than 1 month" to "8 years 5 months 15 days." [16]

---

[16] James F. Abel, *Op. cit.* p. 11.

Examination of the data in table 4 shows that more than half of the Ministers served less than 2 years with the 29th term or median—1 year and 4 months—being more nearly representative for the 57 officials as a group than the average of 2 years and 4 months. Data in this study support comments on length of term served which appear as follows in the 1930 study:

> The term of office for the minister of education is uncertain, primarily because the appointing power may at any time remove him. If any consideration exists that frequent changes in the educational ministry are undesirable, or any more undesirable than in other ministries, there is little evidence of it. Further, in those countries with parliamentary governments changes are very frequent.[17]

---

[17] *Ibid.* p. 10.

CHAPTER III

Organization of Ministries

NATIONAL STRUCTURE and distribution of public power under a Nation's Constitution or other fundamental provisions usually are determinants underlying Ministry of Education organization and functions. One school of thought starts with the premise that National structure determines distribution of public power and functions to be performed. Another holds that functions determine organization. In this study, organization and functions are shown as interrelated without concentrating on sequence of development.[1]

Vesting of Power

Operative National legislation of Constitutional type dating prior to 1900 tends to omit the subject of education or mention it in general terms as a responsibility of the State. Legislation of this type in Canada and the United States of America decentralizes or reserves pertinent power to other than National level jurisdictions. National Constitutions of the 20th Century—particularly those dated around mid-century—tend to contain specific provisions on education.

These newer Constitutions sometimes relate to Nations created during or soon after hostilities of World War II when intergovernmental agencies were seeking to provide relief measures for people in war-torn areas and multilateral and bilateral intergovernmental action was being undertaken on an unprecedented scale. "Perhaps the clearest indication of the trend toward greater government responsibility for social welfare can be found in recent changes introduced into national and state constitutions," states the March 31, 1955 United Nations *International Survey of Programmes of Social Development.* It goes on to say:

---

[1] Study title—the one initially announced to Governments—identifies functions first. The reverse is true in the United States questionnaire and consequential order of data supplied by Governments.

> Since the beginning of 1945, no less than forty-five countries have adopted new constitutions or introduced important amendments into their former constitutions. . . .
>
> Education is given special attention in almost all the new constitutions. . . .[2]

Since 1955, additional changes of Constitutional type have been occurring as indicated in such National sections as those for the Argentine and French Republics; Republics of Guatemala, Haiti, Iraq, and Korea; Kingdom of Nepal; Pakistan; Republic of The Sudan; Thailand; and the United Arab Republic.

Constitutional legislation establishes the Government framework under which further organization is permissible. Usually through some form of enabling act or decree, the appropriate power of Government exercises its authority to establish a Ministry of Education or provide for changes from time to time in Ministry functions and organization or both. In general, Ministry of Education organization is created as a mechanism to facilitate action in meeting educational needs under regular or interim structure of Government in its particular setting.

Needs and settings vary from Government to Government; so does Ministry organization. No two Governments report the same structure. Replies to the questionnaire indicate a system of organization common within individual Governments. In total, no common pattern is reflected among Governments. Accordingly, discussion in this chapter is confined to structure of Ministries under systems in effect for the vesting of public power.

Governments cooperating in this study are unanimous on one point. Each reports retention at National level of at least a minimum of power in the field of education which transcends the limits of geographic jurisdiction of Provinces, Regions, or States and their local levels within the Nation. One example is the National level foreign affairs power which includes intergovernmental relations pertinent to education. Exclusive of such transcendent power, 65 of the 69 cooperating Governments report the vesting at central level of some form of authority over education in general within the Nation's boundaries.

At one end of the range, education power rests ultimately in the Monarch, the supreme body, or the State. Appropriate central authorities supplement existing Constitutional or other basic policy by establishing policy in the field of education and central line organization for operation of educational institutions. One line organization extends through the Ministry of Education. Usually others extend through various Ministries and other National level entities.

---

[2] United Nations Document *E/CN.5/301/Rev.1; ST/SOA/21*, p. 3 [This 219-page study was prepared by United Nations Social Affairs staff in cooperation with FAO, ILO, UNESCO, and WHO.]

Part of the operational responsibility may be *delegated* to a lower echelon—sometimes to a Provincial or State political line with education staff reporting through the Governor on some matters and to technical personnel of the Ministry of Education on others. At the other end of the range, Governments report (1) central law and policy of a general nature or National development planning relating to education within the Nation; (2) general *decentralization* of operating authority to other jurisdictions; and (3) usually some form of approval, inspection, or supervision over execution of central policy. The other 4 Governments report general decentralization of policy and operational control over education and educational institutions in the Nation.

In terms of educational administration within the Nation as distinct from internal Ministry administration, Governments report (1) centralization of power at National level possibly with delegation of some authority to subordinate levels of Government, (2) partial centralization with certain power being decentralized to other than National level, or (3) general decentralization of power to other than National jurisdiction.[3] National sections show that Ministry of Education organizational patterns do not fit discretely into three corresponding categories. Reported in general terms for public action by National level Ministries of Education are (1) centralized line organizations, (2) line and staff organizations, or (3) staff organizations.

Most Governments also indicate that certain specialized organization is dispersed among National level bodies other than the Ministry of Education. For the 2 Governments without a National level Ministry of Education, these dispersed organizational units represent the Nation's line and staff machinery for dealing with the portion of the education power resting at Federal level.

In centralized systems, policy for education is fixed by central action. Operating authority delegated to lower jurisdictions is subject to control either through the line organization of the Ministry of Education or other National level entities. In line and staff systems, either detailed or general policy for education is fixed by central action—usually by the legislative body and/or the Minister of Education and other Cabinet Ministers and their

---

[3] In terms of internal Ministry affairs, most Governments report some form of line and staff organization for operating the Ministry of Education itself and for advising on such matters as budget estimates, legal matters, and the like.

Ministries. Sometimes other National level entities have responsibility for specified policy matters relating to education.

Differing from the centralized systems, the partially centralized systems usually report some or most of the operations as being decentralized to other jurisdictions subject to (1) differing degrees of central control, inspection, or supervision for conformance to National law and other regulatory issuances, and/or (2) National development plans for education. When central policy is of a general nature, part of the policy control usually is decentralized along with most of the authority to operate educational institutions.

In staff systems and in the two systems with dispersed units only, total education authority exercised under Provincial, Regional or State and local levels does not equal the total shown for the Nation as a whole. Governments reporting staff systems with decentralized policy and operations state that scope of education power vested in and reserved at National level is confined to specific matters which, by their nature, are beyond the province of other public jurisdictions in their Nations.

Centralized Line Organization

Several Governments report the vesting of public power in a single individual or an interim body. Shown in the field of education in the Kingdom of Yemen is a single line organization under the Minister of Education and the Monarch. Shown for the Kingdom of Afghanistan is a line organization with local officials reporting to the next higher officials and so on through the Minister of Education and the Prime Minister and Parliament, to the Monarch. Approving authority over educational programs, student certificates, and teachers is shown in the Ministry of Education line when other National level Ministries operate special schools or courses in their areas of competence.

A similar system is presented in the National section for the Republic of The Sudan, except that there are several line organizations merging at the supreme level. For that part of the power assigned to the Ministry of Education, administration of elementary schools and nonadministrative functions of intermediate schools are shown as being under supervision of Province Education Officers who report through the Ministry of Education line organization.

Differing from previous examples are (1) Governments reserving public power at National level and distributing it at the

BEST COPY AVAILABLE

top to more than a single individual or body, (2) a Government decentralizing some public power with that for education being in the portion reserved at National level, and (3) a Government reporting line organization for that part reserved at National level. In these instances, authority in education usually is apportioned among several National entities also.

Those other than the Ministry of Education usually have specified authority related to education within their areas of competence such as agriculture, forestry, or health. Sometimes this authority is of both a policy and an operational nature and sometimes of an operational nature only. As the following illustrations show, organization of the Ministry of Education in these Governments includes units with directing authority related to aspects of education assigned to the Ministry.

Constitutionally, the education system "shall be legislated upon and executed by the Central Government" in the Republic of China. The power to execute "may be delegated" to Provinces and

Courtesy, Ministry of Education, Republic of China

The Ministry of Education of the Republic of China has authority to inspect schools —including this Craft Shop in the Experimental Elementary School of the Taiwan Provincial Taipei Normal High School.

municipalities which then may legislate on operational matters related to education. Organization of the National level Ministry of Education shows an Inspectors' Office and Departments for the various levels and types of education. Through such line organization, the Ministry exercises jurisdiction over public and private schools and institutions of higher learning with the exception of military institutes under the Ministry of National Defense. Nonmilitary training in military schools at college level also is shown as coming within the province of the Ministry of Education.

Governments identifying themselves as "Unitary Republics" reflect similar jurisdiction with specifics of Ministry of Education organization differing in each instance. Organization of the Ministry of Public Education in the Republic of Chile shows line directorates for general and detailed educational policy control and divisions for supply of equipment, facilities, and the like. Operation of educational institutions rests primarily within the Provincial level under a Governor who is the "natural agent of the President." Educational institutions in this Nation are shown as being under the control of the Ministry of Public Education without being operated by personnel directly responsible to its line organization.

Under the Minister of Public Education as Chairman, the Superior Council of Education in the Republic of Costa Rica is named as the responsible entity for formulation of policy and general direction of educational plans and programs. The Ministry is charged with operations at compulsory and other levels below higher education. Other National bodies have specified responsibility relating to education above obligatory primary level.

The National section for the Republic of Ecuador shows that the Constitution fixes the education of children primarily as "the duty and right of the parents or those who stand in their place." The State has responsibility to "watch over the compliance with this duty and facilitate the exercise of this right." Law vests authority in the Ministry of Education for policy and operating control within this Constitutional framework. In turn, various Ministry sections are vested with responsibility for control and administration of educational programs of the country except at the higher education level.

The National section for the Republic of El Salvador indicates that the Ministry of Culture has directorates over various types of education assigned to that Ministry. Specified are certain schools under the control and direction of other National level

Ministries and separate National law for the University of El Salvador.

In a "Unitary State of two Slav Nations"—the Czechoslovak Republic—the Ministry of Education and Culture is shown with line organization responsible for operating institutions of higher learning and for exercising jurisdiction over educational institutions in the Nation except for specialized institutions under other Ministries. Under Ministry jurisdiction, school administration is reported as being under Boards of Education and Culture of the Councils of National Committees.

The Constitution in a "Crowned Democracy"—the Kingdom of Greece—contains a provision that "Education shall be under the supreme supervision of the State and shall be conducted by and at the expense of the State or agencies of local government." Within the framework of that and other Constitutional provisions and related implementing laws, Ministry organization is primarily of directorate or line type. Delegated to local levels by the Ministry of National Education and Religion are specified responsibilities for certain personnel changes and the like.

The National section for the Republic of Iraq shows various National level Ministries have operating responsibilities for particular aspects of education. The President of the University of Baghdad heads the University Council—an official body of Government—and has status assimilated to that of a Government Minister. In the Ministry of Education are directorates exercising control over public schools throughout the Nation except in instances when operating control is assigned to other National level entities.

The Constitution in a Federal State—the Republic of Austria—provides for decentralization of some of the public power while specifically reserving that for education to the Federal level. The National section shows organization of the Federal Ministry for Education to exercise direct or indirect control over most of the educational institutions in the Nation. Other Federal Ministries have centralized control over specialized educational institutions within their fields of interest.

Central planning for development of "popular education" and central direction with line organization for higher education are specified by the Government of the Union of Soviet Socialist Republics as indicated by three excerpts from its reply to the United States questionnaire. The Government states:

> Current and prospective plans for the development of popular education in the USSR are developed by the State Planning Committee of the

> Council of Ministers of the USSR. The ministries of education in the Union Republics, the Ministry of Higher Education of the USSR, and the Academy of Pedagogical Sciences of the RSFSR take part in the development of decisions pertaining to basic principles in the field of education.
>
> . . . in 1946 there was created the Ministry of Higher Education of the USSR. . . .
>
> In accordance with Article 78 of the Constitution (Basic Law) of the USSR, the Ministry of Higher Education of the USSR is the Ministry which directs higher education in the country both on the union and republic level.

Line and Staff Organization

Differing from previous illustrations, a combination of line and staff organization is characteristic of National level Ministries of Education for the other sizeable number of Governments represented in the study. They report reservation at National level of overall policy control in the field of education and decentralization of varying degrees of policy and/or operating control to other jurisdictions. Some Governments report that directive authority over matters assigned to the Ministry rests with personnel in some of the organizational units; staff units have responsibility to assist other jurisdictions in exercising authority decentralized to those jurisdictions. Others report both line and staff functions vested in the same units.

At one end of the range in this group are Nations in which some operating power is decentralized to other jurisdictions. At the other end are Nations which limit central authority in education primarily to (1) establishment of general policy and related action in the interest of conformance with central law and regulations or (2) National development planning and certain specified activities. Governments in these Nations report decentralized responsibility for developing implementing policy, program, and procedural detail, and for operating most of the educational institutions. Some educational institutions may be operated at central level by such entities as the Ministry of Education, other Ministries, Central School Boards, and University Senates. A few Ministry patterns are cited to illustrate line and staff organization as well as variations from Government to Government.

Policy and organization for the Department of Education, Instruction and Culture of the Republic of Indonesia reflect transition from centralized jurisdiction over education with some delegation of authority to Provinces and regencies on one hand to some decentralization of authority on the other.

Organization of the Ministry of Education in the Republic of Finland reflects Government action to meet educational needs in a Nation where two different languages predominate.[4] Shown is a parallel system for Finnish and Swedish educational institutions under a Central School Board. Executive authority over these institutions rests either with the Central School Board or with local administrations.

The Government of the Republic of Iceland reports a centralized organization for education in general with certain authority resting at District and local levels. School heads appointed by the Ministry report to School Boards whose chairmen are appointed by the Ministry. These Boards also have members elected by local Councils. These Boards, in turn, report to District School Boards reporting to the State Superintendent of Education under the Minister of Education. Shown are Advisory Councils assisting the State Superintendent of Education on elementary and on lower and higher secondary school matters. In addition, the Boards have a staff relation to appropriate Advisory Councils. Most of the educational institutions are shown as coming under Ministry jurisdiction and being operated by the State or jointly by a District Council and the State.

Functions reflect line or staff nature of numbered Offices in Departments of the Ministry of Education in the Kingdom of Denmark. The Ministry is shown with general supervision over education. Certain operating authority is vested in the Ministry and in other Ministries—particularly for State educational institutions at the senior secondary and higher levels. Operating authority over the larger number of educational institutions at the primary and secondary levels is shown as decentralized to the municipal level.

The Ministry of Education in Japan has organizational units whose officials combine direct jurisdiction over schools established by the National Government with guidance for schools established by prefectural and municipal authorities. Administrative and Research Bureaus have assistance functions pertinent to education in general.

The Government of the Kingdom of the Netherlands reports its Ministry of Education, Arts and Sciences has a Director General of Education heading various substantive Departments. Like Counselors in general service and the Inspector General of Education, he reports through higher level officials to the Minister. An independent National level advisory Educational Council has a Secretariat with Departments parallel to those of the Ministry. Some parts of the Ministry are concerned with financial equalization for education and general supervision including inspection. Others are concerned with staff functions relating to development of standards and drafting of legislation. Below higher education level, management and administration of schools rests primarily with private nondenominational or religious authorities and, in other cases, with public authorities at municipal level.

---

[4] Centralized line organization for the Ministry of Education in the Kingdom of Nepal also indicates dual organization pertinent to responsibility for schools using different languages of instruction.

Organization of the Department of Education in New Zealand reflects the shift reported in location of "final power and responsibility"—from School Committees to Education Boards to the Department of Education. Through officials for inspection and specialized matters, the Department exercises varying degrees of financial control and inspection. At higher education level, Department organization shows a staff officer for liaison with Universities and the National Council of Adult Education. Management of most of the schools is reported as the responsibility of various regional and local bodies.

Depicted for the Royal Ministry of Church and Education in the Kingdom of Norway is an organization primarily staffed by "nonprofessional" personnel. Attached are advisory councils chosen according to need from educational administrators and teachers active in the service or specialists in particular trades. Directors of School Divisions—under the Director General heading the Department of Schools—have control authority and attached advisory bodies make the recommendations. Operating authority over public educational institutions under Ministry jurisdiction is shown as being exercised by management officials under county authorities, municipal school boards, or separate State bodies rather than officials of The Royal Ministry of Church and Education.

The Government of the Kingdom of Sweden characterizes its pattern as a "mixed system of centralization and decentralization tending toward further decentralization of authority while State economic support is increasing." The National section shows the Ministry does not operate institutions; they come under local school committees chosen by municipal authorities. These committees come under County Educational Boards under the Board of Education and the Board of Vocational Training which, in turn, are under the Nation's Council of State. The Government reports the Minister of Education and Ecclesiastical Affairs has

BEST COPY AVAILABLE

© by Riwkin, Stockholm; courtesy, Government of the Kingdom of Sweden

Operating responsibility for teaching youngsters like the ones pictured here, rests with school staffs responsible to local school committees under County Educational Boards which, in turn, are under the Board of Education—a National Government agency of the Kingdom of Sweden in which the Ministry of Education and Ecclesiastical Affairs has the major Cabinet level jurisdictional interest.

the major jurisdictional interest in these institutions in terms of Council of State affairs.

The Government of the United Kingdom of Libya reports Federal authority to legislate in the field of education with executive power over educational institutions below higher education level resting with Provinces subject to general supervision of the Ministry of Education. Within this framework, units of the Ministry of Education reflect (1) line organization functions for control of higher education, general supervision over education, and supervision over particular National level matters, and (2) staff organization for advisory functions.

The Government of the United States of Brazil reports a dual system of Federal and State responsibility for education. Union level is vested with power to legislate on patterns and bases of National education and States have concurrent power within the framework established by the Union. Organization of the Ministry of Education and Culture is shown with directing, operating, and cooperating organs. As their names imply, they organize and operate instructional systems or serve as consultative bodies.

The Government of the United Arab Republic reports the reservation at National level of power to lay down "public policy of the whole country." In general, organization of its Central Ministry of Education reflects service units for assistance in the field of education, documentation services, and National planning, with some supervision of various advisory and operating Boards concerned with National level matters. Implementing policy and operating responsibility for education is decentralized.

Two of the Governments with National development plans in education report general decentralization of most other authority in the field of education subject to certain exceptions specified in the Constitution or by other National level authority. Their Ministry of Education organizational patterns are primarily of a staff type with some line operations.

The Government of India states its Ministry of Education is primarily an "advising, coordinating, and serving agency." Organization shows a Central Advisory Board headed by the Minister for Education at the Union level and including—among others—Ministers of Education in the States. Most of the organizational units are headed by advisers in specific fields. A few are concerned with educational programs for Union Territories, operation of certain institutions, and the like.

Similarly, the Minister for Education in the Government of Pakistan is Chairman of the Advisory Board of Education. Ministry organization includes an Education Adviser and various organizational units under his direction which are concerned with assistance to the Provinces, administering certain Central Government Schools, and education of "Scheduled Castes" in Centrally Administered Areas. Except for National development planning (participated in by Government officials and others throughout the Nation) and certain specified National level operating responsibilities, the Governments of India and Pakistan and the Government of the United Arab Republic—with its power in the field of public policy—present Ministry organizational patterns which are more like the staff organizations which follow.

Dispersed and Staff Organization

Four Governments report general decentralization of policy and operating control for education in the Nation. Canada and the Federal Republic of Germany are the 2 which report dispersed organization for power reserved at the Federal level in the field of education. The other 2 are those with Offices of Education—the Commonwealth of Australia and the United States of America. Each of the 4 Governments calls particular attention to the fact that most of the authority for both policy and operational control of education in their Nations is vested in the Provinces or States and their local levels.

They also point out that education-related power reserved at National level is circumscribed and specific. With variations from Government to Government, this authority relates to such matters as (1) advisory assistance, (2) facilitating services including certain financing from National funds to assist other jurisdictions, (3) intergovernmental educational relations, (4) National military education and training, (5) provision of educational opportunity for children of personnel stationed abroad or in areas under National jurisdiction rather than that of the Provinces or States, (6) research and statistical reporting of broader than Provincial or State nature, and (7) a few specialized institutions and special situations.

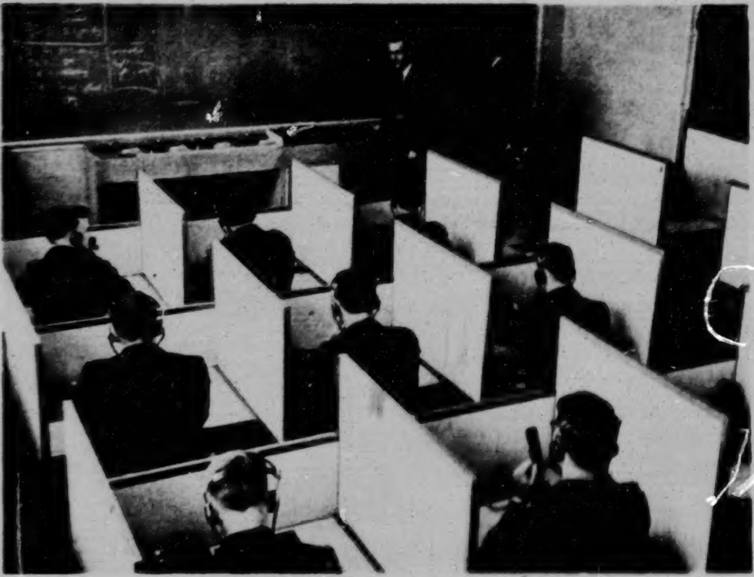


Photo by National Film Board of Canada, Courtesy, Government of Canada

Cadets listen to recorded instruction in a second language at the Federal level College Militaire Royal de St. Jean—a Service college located in the Province of Quebec.

BEST COPY AVAILABLE

Governments without a National level Ministry of Education report specialized organizational units which are dispersed among various Federal Departments or Ministries and usually have concerns both with pertinent policy and operations for Federal level education matters. The Government of Canada reports some of these organizational units at the Federal level provide for education such as for those in sparsely settled Federal Territories, in enclaves of personnel stationed abroad, and in Federal penitentiaries. Other Federal units are concerned with financial arrangements to share the cost of certain types of education, financial assistance for the education of veterans and children of the Nation's war dead, nationwide surveys and research, intergovernmental educational relations (including arrangements for provision of technical assistance to foreign Governments), nationwide educational statistics, and similar matters.

The Government of the Federal Republic of Germany reports its specialized units usually are Cultural Departments in various Federal Ministries. One is concerned with intergovernmental educational relations, including assistance to foreigners studying in the Nation, exchange of persons in educational and scientific fields, and intergovernmental conference matters. Others provide assistance to refugees and other specified groups (through the granting of educational stipends), share in certain financing such as that for the UNESCO Institute for Education in Hamburg, support certain types of research, and the like. The separately organized Permanent Conference of Ministers of Education of the States in the Federal Republic of Germany deals with foreign educational credentials of persons studying or working in the Nation and handles other matters of inter-State concern to the "Ministries of Education" at non-Federal level.

The pattern is different for the other 2 Governments. Reported are certain specialized organizational units in different Ministries or Departments which operate particular National level programs. The National entity for education is characterized by staff organization.

The Commonwealth Office of Education in the Commonwealth of Australia is described as an "advisory-consultative body" lacking control powers in education except for a few Federal level programs which it operates. Through its International Relations unit, for example, the Office acts as agent for the Department of External Affairs on certain matters of either line or staff nature. By way of illustration, the National section shows this unit

(1) operates preliminary orientation courses for Colombo Plan students coming to the Commonwealth and (2) plans with State education departments and tertiary institutions for foreign fellowship and scholarship holders to study within the Nation.

The Government of the United States of America reports that its Office of Education has program divisions for the various levels and types of education. The primary function of these divisions is to assist State and Territorial jurisdictions and their local levels on pertinent educational matters. They also assist the different Federal Departments and agencies on their specialized problems in the field of education. The Government states that the Office of Education "has no authority" to exercise jurisdiction over "any educational institution within the Nation."

Comparisons With the 1930 Study

The 1930 study discusses types of National level advisory organs and individual Ministry of Education structure and gives detail in a few cases for illustrative purposes. Organization of the former Guatemalan Secretariat of Public Instruction illustrates the pattern "in very small ministries" and "internal organization of the ministry in Italy, Belgium, Persia, and Uruguay" in other types. Separate chapters and an appendix are devoted to:

> The Board of Education in England and Wales
> The Ministry of Public Instruction and Fine Arts in France
> The Secretariat of Public Education in Mexico [and]
> The Organization of the Ministry of Sciences and of Arts of Belgium.[5]

Limitations of partial data are such that comparisons are confined to (1) types of National level advisory bodies in education and (2) instances in which Ministry structure as a whole, rather than in part, is presented in both the first and second studies. Several facts emerge in these comparisons:

1. National level advisory bodies represent a characteristic Government and/or Ministry device for assisting in determining policy and action in the field of education.
2. The same *type* of organization—whether centralized line or line and staff—shown in the 1930 study for a particular

---

[5] James F. Abel. *National Ministries of Education.* United States Department of the Interior, Office of Education Bulletin, 1930, No. 12. Washington: Government Printing Office, 1930. p. 14-24, 90-124, and 129-34. Partial Ministry patterns are discussed primarily in Chapters V through VII on the relation of the Ministry to elementary, secondary, and higher education respectively.

Ministry of Education is reported for the corresponding Ministry represented in Part II of this second study.

3. Comparisons confirm the "trend toward greater government responsibility" discussed in the United Nations *International Survey of Programmes of Social Development.*[6]

National level advisory bodies.—The same three types of National level advisory organs reported in the 1930 study are represented in this second study on Ministries of Education. Some of each are concerned with education as a whole; the rest with a particular facet of education.

The first type consists of National organs to advise the Chief Executive, the Government, or the legislative body as illustrated respectively in National sections for (1) the Republic of Chile and Pakistan, (2) India, and (3) the Federal Republic of Germany. Sometimes the Minister of Education is Chairman as shown in National sections for the Republic of Chile and for Pakistan.

The second type consists of advisory organs appointed by the Government or by the Minister—on his own initiative or with approval of the Government—to advise the Minister, the Ministry, or both. In these instances, the Minister of Education usually is Chairman. Other Ministry personnel may serve as members of the body with the majority usually coming from outside the Ministry staff as illustrated by the High Council of Education cited in the country summary for the Kingdom of Iran. In other cases, Ministry staff may serve as the secretariat of an advisory body as indicated for various National Commissions for UNESCO. An example is the Ministry's UNESCO Branch Secretariat in London which services the United Kingdom National Commission for UNESCO.

Advisory bodies of the third type are integral parts of the Ministry of Education. Sometimes the heads of major units are organized as an advisory body to the Ministry of Education or—as shown for New Zealand—as a Policy Co-ordination Committee under the Director of Education. In other cases, an organizational unit may be vested with advisory responsibility to the Minister and operating responsibility on other matters. The Pedagogic Secretariat identified in the National section for the State of Israel is illustrative.

Republic of Guatemala.—The 1930 study has the following to say on organization of the former Guatemalan Secretariat of Public Instruction:

---

[6] United Nations Document E/CN.5/301/Rev.1: ST/SOA/21, p. 3.

> Among the very small ministries is that of Guatemala which consisted a few years ago of the minister, an assistant secretary, a chief clerk, and seven or eight other clerks. No division into sections was . . . made.[7]

More than a quarter of a century later, the National section in this second study shows the Ministry of Public Education in the Republic of Guatemala also has a centralized line organization under the Minister. Included are Administrative, Technical, and Technical Administrative Branches. Under the latter are General Directorates in (1) fine arts and (2) physical education and school hygiene. In addition there are directorates for the various levels and types of education to exercise control over education through secondary level. Operations are shown as vested in school administrators appointed by the Ministry.

Italian Republic.—In the era when the Italian Nation was organized as a Monarchy, the 1930 study cites that Nation's Ministry of National Education as an example of the "larger and more elaborate ministries" not involving the "administration of justice or of religious affairs." It consisted of "almost 700 people in or immediately connected with the central office." At the top were the Minister, Subsecretary, Cabinet, Secretariat of the Subsecretary, Minister's Council of Administration, and boards, committees, and councils.

Five "main offices" were "assigned to three levels of instruction [elementary, secondary, and higher], academies and libraries, and antiquities and fine arts." These offices, the study states, constitute the "professional, active divisions to which the others, such as the councils and boards, the committees of appeals and discipline, and the accounting office, are joined as advisors and coworkers."

In addition to the organizational pattern for the central office of the Ministry, there were 19 subordinate regional educational administrations with a "similar plan" of organization varying in detail according to the "number of circumscriptions into which the region is divided." Using the 1928 arrangement "for the first of these regions" as an illustration, the study shows it including a Royal Supervisor of Education, his staff, a Board of Secondary Education, a School Council, a Council of Discipline, and—for each circumscription—an office of Elementary School Direction and Inspection and a "Circle of governing educational direction."[8]

---

[7] James F. Abel. *Op. cit.* p. 14.

[8] *Ibid.* p. 14-15.

BEST COPY AVAILABLE

Photo by Trevisio, Torino; courtesy, Government of the Italian Republic

Like most elementary school classes in the Italian Republic, this one in Turin is in a State Elementary School which operates under regulations of the Ministry of Public Instruction.

The National section in this second study also presents a line organization for centralized control under the Italian Republic's Ministry of Public Instruction. Shown under the Ministry are central bodies, consultative organs, National Educational Documentation and Study Centers located in the Regions, General Administrative Services with Divisions for different levels and types of education, Special Services of various types, Regional offices reporting through appropriate Divisions, Provincial Education Offices with their organizations being immediately under Provincial Superintendents of Schools, and allied local officials, organizations, and schools. Through this mechanism, the Ministry is shown as exercising jurisdiction over education in the Nation.

Kingdom of Belgium.—The "main organization" of the Ministry of Sciences and of Arts in the Kingdom of Belgium is outlined in the 1930 study. Also included is a "detailed statement translated from the Almanach Royal of Belgium." Shown is a centralized line organization for the General Secretariat under the Secretary General reporting to the Minister with his Cabinet. It consists of (1) an Administration of General Affairs for internal Ministry

airs and (2) a Secretariat of Public Instruction with its
reau, Superior Council of Public Instruction, and 6 Adminis-
tions:

- Primary Education with Bureaus, service Sections, and Services of Inspection
- Normal Education with Sections for Normal Education, Instruction, and various Services including those of Inspection
- Middle School Instruction with its Bureaus and Services of Inspection
- Higher Education and of Sciences with its Bureaus, establishments of higher education, and National scientific institutions
- Fine Arts, Letters, and Public Libraries with its Bureaus, institutions, and Services of Inspection; and
- Pensions with its Bureaus.

addition, certain Pension Chest Councils of Administration
shown under the jurisdiction of the Minister. Also listed
honorary officials.[9]

The National section in this later study also reflects a central
e organization for the corresponding entity—the Ministry of
blic Instruction—in the same Kingdom. Reported in less detail
Ministry organization consisting of a Secretary General respon-
le for daily administration under the Minister and having
rectors General in charge of a general and 9 specialized admin-
rative units instead of the earlier 7.

Names of some of the units reflect additional and re-aligned
nctions. For example, "Primary Education" became "Primary
lucation and Special Education" and "Fine Arts, Letters, and
blic Libraries" became "Arts, Letters, and Adult Education."
stead of an Administration of Middle School Instruction and
other for Normal Education, an administrative unit is reported
Secondary Education and Teacher Training. Added are
ganizational units for Administration of Studies, Buildings and
nds for School Construction and State Universities, Educational
rvices and Cultural Relations, and Technical Education.

Kingdom of Iran.—Reported in the first study is the "scheme
Persia" providing for "five main divisions" of the Ministry.[10]
vo are "directly connected with the schools, one with religious
atters, one with accounts, and one is an advisory board." The
neral Instruction Office is shown with powers of direction over
mentary and intermediate schools.

Ibid. p. 16 and 129–34.

Ibid. p. 16–17.

The Education Office is shown with similar powers of direction over higher education and various cultural and scientific institutions and societies. Others listed are the Pious Foundations Office, the Accounts Office, and the Council of Education. The Council is presented as an "advisory body" chosen by the Minister. In addition to its advisory functions, two line responsibilities are listed—accepting or rejecting school books, and determining the method of expending special funds or gifts.

The National section in this second study also reports a centralized line organization for the Ministry of Education in this Nation identifying itself as a "Constitutional Monarchy" with change in name to the Kingdom of Iran. The Minister of Education is the Director of Endowment Lands and Properties. Reporting to him are a Parliamentary and a Permanent Under-Secretary and officials concerned with Educational Cooperation, Information and Control, Planning, and various Secretariats.

In lieu of the Accounts, Education, and General Instruction Offices are Directorates General of Administration, Education, Fine Arts, and Vocational Education with each under a Director General reporting to the Permanent Under-Secretary. Powers of control are shown for these officials with Ministry personnel operating most of the Government schools, including the Iranian religious schools. The Government reports that other National level Ministries may open and operate other Government schools subject to Ministry of Education line authority over curriculum offerings.

Shown as a separate National entity is the University of Tehran with certain internal autonomy and reporting through the Minister or the Ministry line organization on other matters. The High Council of Education is the top entity created by law to advise the Minister of Education. Also cited are Branches of this Council functioning according to Provincial and county decrees approved by the Ministry.

Oriental Republic of Uruguay.—The first study has the following to say relating to organization of the Ministry of Public Instruction in the Oriental Republic of Uruguay:

> The ministry in Uruguay is a loosely bound organization of a number of almost autonomous bodies or councils that have direct supervision over each branch of education and are located at Montevideo. Most important of these is the national council of primary and normal education, the legal successor to the former general direction of public instruction which administered elementary education from 1877 to 1918. The council consists of a director general and six members, all appointed by the national

> council of administration. One-third of the members go out of office each year. It has charge of all matters affecting elementary education and the training of teachers. It has 16 divisions. In a similar way there is a central council for university education which has subordinated to it a number of other councils including one for each faculty and one for secondary education. Other institutions such as the teachers normal institute, the national institutes for deaf and dumb boys and girls also have their councils and there is considerable question as to how far the central office of the ministry has authority over them.[11]

In the second study, an expanded similar pattern is shown. The 1951 Constitution of this Nation specifies that public education responsibilities are a function of the State. It provides for autonomous councils (consejos directivos) to govern the various levels of education.

The Nation's Ministry of Public Instruction and Social Welfare is presented as a combined entity for supervisory activities relating to culture, education, justice, and social welfare. Sections of the Ministry are shown with supervisory responsibilities over Cultural, Cultural-Welfare, and Social-Welfare Institutions. Indicated as related to the Ministry for certain matters such as budget, are the National or central councils responsible for administering the educational system.

United Kingdom of Great Britain and Northern Ireland.—The 1930 study limits its discussion related to the United Kingdom of Great Britain and Northern Ireland to education in England and Wales. Historical information is given on the predecessor to the Ministry of Education represented in the National section of the second study.

The "Royal Commission on Secondary Education, of which Lord Bryce was chairman, reported in 1895." This Commission "reviewed the work of the charity commissioners, the department of science and art, the education department, and the board of agriculture, all of which were central authorities connected with secondary education." In this context, the Commission states:

> We conceive, in short, that some central authority is required, not in order to control, but rather to supervise the secondary education of the country, not to override or supervise local action, but to endeavor to bring about among the various agencies which provide that education a harmony and cooperation that are now wanting.
>
> The central authority ought to consist of a department of the executive government, presided over by a minister responsible to parliament, who would obviously be the same minister to whom the charge of elementary education is intrusted.[12]

---

[11] *Ibid.* p. 17.

[12] *Ibid.* p. 3-4.

The Commission also recommended creation of an advisory council:

> We do not advocate such a council on the ground that it will relieve a minister of responsibility, for we conceive that the responsibility both for general policy and for the control of administrative details ought to be his and his alone; but we believe that the unwillingness which doubtless exists in some quarters to entrust to the executive any powers at all in this branch of education would be sensibly diminished were his position at once strengthened and guarded by the addition of a number of independent advisers."[13]

In presenting "Ministry" organization, the first study quoted from the *Board of Education Act, 1899* providing for creation of the Board of Education "charged with the superintendence of matters relating to education in England and Wales." The Act "gave the Crown authority by orders in council to transfer to the board of education any of the powers relating to education that had theretofore been exercised by the charity commissioners and the board of agriculture." The "effect was to centralize national participation, as far as there was any, in general education in the one newly created ministry" and establish "as an advisory body, the consultative committee." [14]

A little over 20 years later, legislation relating to education in England and Wales was consolidated in the *Education Act, 1921.* This Act forms the basis for the 1930 presentation of administrative divisions for elementary education—"administrative counties . . . county boroughs; and . . . other units consisting of urban districts with a population of more than 20,000 and boroughs with more than 10,000." They "correspond to the civil administrative divisions and education is in the hands of the civil authorities, the respective councils." Above the elementary level "the council of the county or of the county borough is the local authority." [15]

By the time this second study was undertaken, the *Education Act, 1921* and various other pertinent Acts and parts of Acts had been repealed by the *Education Act, 1944* "to reform the law re-

---

[13] *Ibid.* p. 22.

[14] *Ibid.* p. 91. Pages 22 and 23 indicate that: (1) Section 4 of the *Board of Education Act, 1899* authorized Her Majesty [Queen Victoria] to establish by Order in Council a Consultative Committee which was created on August 7, 1900. (2) The Committee ceased to function during the first World War. (3) By *Order in Council No. 1582* of July 22, 1921, it was recreated with its membership enlarged from 18 to 21 persons to represent the views of bodies concerned with education. (4) It was vested with advisory functions on matters referred by the Board of Education and also was concerned with framing of regulations for a registry of teachers.

[15] *Ibid.* p. 92.

BEST COPY AVAILABLE

lating to education in England and Wales." Article 1 of the Act gave his Majesty King George VI authority to "appoint a Minister" who "shall for all purposes be a corporation sole under the name of the Minister of Education, and the department of which he is in charge shall be known as the Ministry of Education."

© by United Kingdom Atomic Energy Authority; courtesy, Ministry of Education, London

Local education authorities in England and Wales and the teaching profession cooperate in Ministry of Education Vacation Courses for Serving Teachers. Here, in such a course for teachers from Technical Colleges, a sample is being removed from the Laboratory neutron source at the United Kingdom Atomic Energy Authority's Isotope School in Harwell.

Article 4 provided for "two Central Advisory Councils for Education, one for England and the other for Wales and Monmouthshire . . . to advise the Minister . . . " The "Statutory System of Education" outlines local administration subject to provisions established on "Central Administration." In other words, the Central Administration was changed by creating a Ministry of Education under a Cabinet Minister in lieu of a Board of Education under a President.

Article 7 specifies organization of the educational system in "three progressive stages to be known as primary education, secondary education, and further education." It fixes responsibility on the "local education authority for every area, so far as their powers extend, to contribute towards the spiritual, moral, mental and physical development of the community by securing that efficient education throughout those stages shall be available to meet the needs of the population of their area."

Scope and content of the 1944 provisions represent an expansion over the 1921 provisions. The later Act continues the principle of central basic law establishing general framework for (1) Central Administration to supervise education and (2) decentralized authority to develop local implementing policy and manage educational institutions.

Under the 1944 Act as amended, related *Orders in Council*, and delegated legislation promulgated by the Minister of Education, the Minister and the Ministry of Education are empowered to promote education and secure local execution of the central policy through general supervision and assistance. As shown in the National section, Councils at local levels entrust most education functions to local committees approved by the Minister of Education. At the Central Administration level, the Ministry is shown with an inspectorate and with substantive Branches to carry out line and staff functions.

French Republic.—Data on organization of the Ministry of Public Instruction and Fine Arts—as it was called in the era of the third French Republic—include the following statements among those presented in the 1930 study:

> The ministry of public instruction and fine arts is distinctly an administrative-executive organization . . . Each school is not so much under the ministry as it is a part of the ministry. . . .
>
> . . . For purposes of educational administration France is divided into 17 academies or groups of departments. Over each academy is a rector . . . chosen, usually from among university professors, by presidential decree on the recommendation of the minister of public instruction. The department is the administrative unit for elementary education. . . .

> . . . As direct auxiliaries to the minister are the inspectors general, who travel over the entire country, supervise the application of the national programs of education, and try to perfect the methods adopted in the three levels of instruction. . . .
>
> . . . The central office is organized on a plan of seven directions. There is one each for superior, secondary, and primary education and for fine arts. The direction of accounting is divided among the bureaus of the others. The subsecretariat of technical education . . . was reestablished by Minister Marraud when he took office in November, 1928. At the same time he set up the first subsecretariat of physical education. The Pedagogical Museum, located in Paris, is administered directly by the ministry of public instruction.
>
> . . . The most influential educational body which aids and advises the minister is the superior council of public instruction. . . .
>
> . . . [Consultative] committees, one each for primary, secondary, and higher education, are most occupied with matters of personnel—appointments, promotions, and changes. . . .
>
> . . . The rector is, within his academy, the most important representative of the minister and assures the execution of the laws and ministerial decisions relating to public and private education. Conformity to curricula and methods of instruction adopted by the superior council is enforced by him with the assistance of the local inspectors. . . .
>
> . . . The chief assistants of the rector are the academy inspectors . . . appointed by the President on the nomination of the ministry. . . .[16]

As the National section shows in this second study, the Ministry became the Ministry of National Education. Under policy in the fifth French Republic, the "whole authority" for public education continues to be centralized with executive and administrative responsibility being exercised by the Minister of National Education and his representatives except where other National level Ministers have such responsibility for schools in their particular fields.

Procedure for appointing the Minister is changed by the 1958 *French Constitution*. It authorizes the Minister to be appointed by the President on proposal of the Prime Minister and to assume office and begin functioning without prior National Assembly action required under Article 45 of the earlier September 28, 1946 Constitution of the fourth French Republic adopted after liberation of the Nation following hostilities of World War II.

Under the Minister, the Ministry is shown in the National section to have (1) Central Services and (2) Regional and Local Services. Central Services include the Minister's Departmental Office with management control powers, the Inspectorate, Consultative Committees, and—for various levels and types of education and for other specified matters—Directorates with technical powers. The State "alone" has authority in pedagogical matters in public schools.

---

[16] *Ibid.* p. 103-106. *See also* p. 107-15 and 141-42.

The Ministry's Regional and Local Services are concerned with school administration. Under them are the Academies headed by Rectors representing the Minister and acting on behalf of the Ministry's Directorates. The Academy Inspector is vested with immediate directive powers over education at the county level.

In summary, the general pattern of centralization continues. Changes since 1930 relate to appointment of the Minister and details of organization and functions of the Ministry consonant with changed framework of the Nation and distribution of its public power under the 1958 Constitution and with evolving needs of the Nation in the field of education.

United Mexican States.—Quoted are some statements drawn from the 1930 study which relate to organization of the Secretariat of Public Instruction in the United Mexican States:

> The secretariat directly administers the schools in the Federal District and in the Territories and all the educational and cultural institutions that are established and supported by Federal funds but are located within the areas included under one or another of the State governments. Besides the strictly teaching institutions the secretariat has within its purview such cultural organizations as museums, libraries, theaters, and artistic and historic monuments. It issues copyrights for literary, dramatic, and artistic productions. In its aspects of direct administration it resembles somewhat the ministry of public instruction and fine arts of France, for the attitude is that each institution is part of rather than subject to the secretariat.
>
> Beyond its administration of the Federal educational and cultural organizations, wherever they may be, the secretariat is the cooperative, stimulating, advisory, and consultant body for the State authorities. It may not administer State or municipal schools. . . .[17]

Next, the 1930 study considers organization pertinent to levels of education:

> . . . Until July 26, 1929, the National University of Mexico (Universidad Nacional de Mexico) was a part of the secretariat of public education. On that date the organic law of the autonomous national university took effect. . . .
>
> The relation of the national university to the national government is specifically defined in chapter four of the law. In general the dealings are carried on directly between the national executive and the university, and not through the secretariat of public education. . . .
>
> . . . The National Stadium is placed under the secretariat of public education but the university shall have preferential right to its use. . . .
>
> . . . The university will render an annual report to the president, the congress, and the secretary of public education.

---

[17] *Ibid.* p. 117.

> . . . The National Preparatory School is a part of the university administration. . . .
>
> . . . In short it has full authority over the Federal secondary schools.
>
> . . . The department of primary and normal instruction in the secretariat functioned in 1929 with 78 persons in its administrative personnel, one of which was the head of the department . . . and 32 of which were school inspectors. . . . It employed 312 school directors and 2,549 teachers . . . The 342 schools in its charge enrolled 134,447 pupils . . .
>
> [The technical, industrial, and commercial education] department was organized in 1925, to popularize, encourage, and protect national efforts to train technicians and workers that will be competent either in the manufacture of raw materials or in the industrial arts connected with those manufactures, as well as to give women opportunities for education in manual work fitted for them so that they may earn a living or be happier in the management of their homes. The department has created 27 teaching centers, 15 of which are in the Federal District, the others are in the States. . . .
>
> [The department concerned with rural schools, outlying primary schools, and the incorporation of the indigenous culture] has 50 employees in the central office and carried on its activities through two sections . . . The technical section is made up of the inspectors, the school directors, the services of primary and of rural school statistics, and correspondence. The section of procedure and archives deals with matters of personnel in the primary and rural schools, travel, rents and budgets, and correspondence.
>
> The department administers the Federal schools that are established in the States and territories. The schools are 20 model primary, 315 urban and semiurban, and 3,328 rural with a teaching force of 3,491 . . . These are the schools that are maintained by the Federal Government to stimulate education in the States, serve as model schools and reach out into isolated places . . . The department has a director of Federal education in each State who has under his orders instructor-inspectors enough to supervise the schools of that area.
>
> Besides maintaining these Federal schools, the department began in January of 1929 a system of rural circuits whose purpose is to persuade the people of the communities to establish schools maintained by themselves. . . .
>
> The department of psychopedagogy and hygiene is organized in two large sections: Psychopedagogy and school hygiene. . . . The first section has four subsections: School anthropometrics, mental testing, pedagogy, and biometrics. . . .
>
> The section of school hygiene works directly with that of school medical inspection and school breakfasts, has charge of the five school dispensaries, the pharmacy and the clinical laboratory, and a special school for children that are undergoing treatment for skin diseases. . . ."[18]

The Department of Fine Arts "attends to copyrights, the technical direction of vocal music and concerts, the popular evening schools of music, physical education, drawing, and manual training, the National Museum of Archeology, History, and Ethnology, and the inspection and care of artistic and historical monuments." With reference to other organizational units, the first study states that the "duties of the department of libraries, special school statistics, national thrift chests, construction and conservation of buildings, and of editing are indicated in their titles." [19]

---

[18] *Ibid.* p. 118-23.

The National section in this second study translates the Spanish word *Secretaría* as *Ministry.* Shown as continuing is the earlier principle of Federal-State responsibility for education. Organizationally, the Ministry of Public Education is presented with administrative, operational, and functional units to perform its line and staff functions. Sixteen Offices of the Director General are listed. Some not mentioned in the 1930 pattern relate to agricultural instruction, higher education and scientific research, Indian affairs, literacy and extraschool education, preschool education, and secondary education. Also not represented in the 1930 study is a Department of Special Instruction.

Assisted by Federal Inspectors, the Federal Directors of Education in the State capitals are shown with line functions relating to Federal and Federalized institutions under the Ministry and staff functions related to those under State jurisdiction. The Government reports that States may administer their own schools or concede administrative control to the Federal Government.

Under Ministry administration are 13 Federal Preparatory Schools, a variety of other institutions at preparatory level, several higher education institutions other than the separately organized universities, and certain matters of concern to universities such as budget and the granting of degrees. In other words, the system of organization is similar in type to that outlined in the 1930 study. At the same time, there are more organizational units concerned with a larger variety of specific functions in the field of education from preschool through higher education and for community and National programs of literacy education and training.

---

[19] *Ibid.* p. 123–24.

CHAPTER IV

Functions of Ministries

FUNCTIONS of Ministries of Education literally span the alphabetical gamut from "a" to "z"—from accounting assistance to zoological park operations. In contrast with their presentation in National contexts in Part II of the study, they are discussed in multinational context here.[1]

Assignment of authority and responsibility is identified first. After a reminder on lack of uniformity in meaning ~~of~~ terms, functional similarities and differences are outlined in general. Discussion of major functional areas and of functions includes evidences of change as data are compared with information in the earlier Office of Education study on Ministries of Education.[2]

Finally, Ministry means of communication are considered. Data relate to administrators, teachers, and others who are immediate publics at other than the top level of Government of 71 Ministries of Education, types of communication with them, and channels open to those wishing to have their voices heard in Ministries.

Assignment of Authority and Responsibility

In general, Governments report that authority to act and responsibility for programs are assigned to the Ministry headed by a Government Minister charged with general supervision and political leadership. There are exceptions.

The Minister's title and the Ministry name may be used interchangeably in law and policy. Certain functions may be vested in the Ministry or in its units and others in particular officials. National sections for the Kingdom of Afghanistan and the Republic of Indonesia, for example, report that top higher education administrative functions are a responsibility of the Minister—

---

[1] Replies from Governments to Questions 6-13 on functions and 14-15 on administration in Appendix B provide most of the data which, in turn, are summarized in the last two parts of each National section. The heading *Administration* used in the questionnaire and in the National sections is a term of international convenience here limited in content to means of communication from and to Ministries.

[2] James F. Abel. *National Ministries of Education.* United States Department of the Interior, Office of Education Bulletin, 1930, No. 12. Washington: Government Printing Office, 1930. 158 p.

not the respective Ministry or Department. In lieu of a higher education operating unit, staff advisers or coordinators usually assist the Minister with his operational duties in such cases.

To cite another illustration, the National section for New Zealand reports an official with responsibility for general administration of the Child Welfare Division of the Department of Education and also having statutory duties separate from those of the Director of Education. For example, law vests directly in the Superintendent of Child Welfare the responsibility for control and management of certain schools for handicapped or delinquent children or adolescents.

Whether a particular function is a line operation or a staff service or sometimes one and sometimes the other, usually depends in the first instance on authority and responsibility of the particular Ministry. Other determinants include availability of funds and inherent nature of some activities such as control which is a line operation and legal counsel which is a staff function.

In the first instance, one Government may report that its Ministry of Education has authority to operate institutions, another to assist them, and still another to operate some and assist others. Secondly, National sections in Part II of the study often reflect marked disparity between scope of authority and responsibility on one hand and amount of Ministry funds on the other. This disparity, especially in evidence in less developed Nations, tends to affect both the extent to which a Government reports performance of a Ministry function and the way in which it can be carried out.

For example, law may specify that the Ministry "shall" perform the operating function of enforcing free and universal education for children of compulsory school age. At the same time, facilities and staff for educational purposes may be limited primarily to metropolitan areas. In such a case, the Government may indicate that Ministry enforcement functions are operational to the extent that compulsory level education is offered. It may state, in addition, that the Ministry facilitates training of teachers for rural areas or provides training in the interest of expanding educational opportunity and later enforcement of free and universal education on a nationwide basis.

Multiple Variations in Definitions

National sections in Part II of the study offer abundant evidence that precise definitions for functions do not arise from multinational data as a whole. For example, the operating function of curriculum control vested in many Ministries may differ in scope for education which is public and that which is private. It also may differ among educational levels.

Then, according to public or private character and particular level of education, other gradations in scope of curriculum control may be in evidence for general and specialized types. Next, additional variations often occur for different kinds of specialized education—particularly where authority and responsibility for professional, technical, and vocational education are apportioned among several National level entities.

Multinational comparison of Ministry functions implies similarities and concommitant exclusion of gradations and variations in meaning. Multiplicity of meanings for the same term among and often within Ministries reduces the field for comparison and generalization primarily to subjects other than specific operating and staff functions.

Country summaries reveal particular factors accounting for differences in meanings. In general, degree of centralization of education authority and its distribution at central level determine line or staff *character* and *general areas* of Ministry functions. Within this framework, general stage of economic development and particular problems are among determinants of functional *substance*.

Similarities and Differences in General

Similarity in Ministry functions is reported most frequently in the field of international relations—an area of insignificance in the first study. Governments often are Member States of the same major intergovernmental decision-making organizations. They often report that their Ministries of Education have certain common functions incident to Government participation in these organizations.

Among them are (1) assistance in developing Government positions on intergovernmental subjects, (2) facilitating receipt and use of technical assistance from abroad, and (3) rendering technical assistance abroad. On balance, the larger number of less developed and industrializing Nations report status mainly as recipients of technical assistance and the smaller number of economically more advanced Nations primarily as donors. Governments in both groups often indicate status as recipients of some types of technical assistance and donors of others in fields within Ministry competence.

Internal aids to officials in exercising their operating functions are identified in both studies—legal counsel, staff assistance in recruiting personnel, supply services, and the like, for Ministry headquarters. Different in the second study are number and scope of assistance functions reported in substantive areas. Identified are more services and staff functions in more areas for most of the Ministries—including some with highly centralized operations. International relations in the range of operating programs permeate many of them.

Governments indicating highest degree of centralization of education power—particularly those which assign most of it to the Ministry of Education—also report greatest Ministry focus on operating functions in education and other specified fields for the Nation as a whole. Conversely, those reporting general or substantial decentralization report greatest central focus on staff functions.

Similarity in character, areas, and substance of functions tends to occur primarily in the least economically developed Nations which also have legislation calling for centralization of education power. Ministries in these Nations usually are struggling to reduce mass illiteracy by expanding educational opportunity through establishment and development of adult and basic education programs and schools at compulsory education level.

These are the Nations which tend to have such limited financial resources for education that demand and need for schooling are out of all proportion to supply of teachers and schools. Educational law may be operative in some parts of the Nation and represent a goal elsewhere.

Teacher training functions to meet elementary school needs are apt to concentrate on further preparation of those who have had about 3 to 6 years of formal schooling so that they can teach pupils not otherwise having educational opportunity. Usually included among education functions at higher level are those involved in planning and establishment of public institutions and utilization of bilateral and multilateral aid.

In contrast, Governments in industrializing and in more economically advanced Nations report various types of established systems of education which may extend through the 16th, the 19th, or sometimes the 20th year of formal schooling. Literacy problems beyond those typical of younger children tend to relate to segments of the population—the less well endowed, those in remote and sparsely populated areas, and the like—rather than to adolescents and adults in general.

ducational law is more apt to be fully enforceable soon after sage. Teacher training and higher education functions usually tain to a variety of existing programs on upper rungs of a ger school ladder and to expansion and experimentation to t needs.

n summary, line or staff character of particular functions ong Ministries in these industrializing and economically more anced Nations often vary. Specific substance of a function ally does, too. Similarity is apt to be limited to the fact that st of these Ministries are vested with functions pertinent to eral education from the first to the last step on the school der. Functions pertinent to specialized types of education ally differ.

Vhatever a Ministry's functions may be, Gover[illegible] data lect a direct parallel between line and staff charact[illegible] ni- ional units and of functions in most instances. [illegible] ly a smaller organizational unit in a Ministry, a [illegible] t y report that the same personnel direct prog[illegible] r nistry control and assist personnel in programs not under its gis. A Government also may state that individuals such as pectors have both line and staff functions.

Functional Areas in General

Education and international educational relations are functional as of Ministries of Education in general. With three exceptions, vernments report Ministry of Education functions of one type another related to civic and cultural affairs which are in addi- n to those involved in the education program.

Other Ministry functional areas reported by a few Governments justice, religious affairs, scientific affairs, and social welfare. luded under these Ministries are functions in these areas which over and above similar duties in educational and civic and tural areas.

Ministry functions encompass relations with authorities at her level and in political subdivisions as well as actions perti- nt to institutions and organizations, operating and staff per- nnel, pupils and students, and the public at large. Among ntified assistance functions are those of administrative con- nience in communicating with separately established public tities and those relating to advisory technical services, budgeting d accounting, clearing house activities, financial aid, interna- nal relations, legal counsel, public relations, reporting, research, tistics, and supply.

Assistance Functions for Education

The first study discusses facilitating services and staff functions in relation to internal headquarters operations and identifies a few substantive staff services in some Ministries. Confined to a single paragraph is its information on "advisory and consultative duties" of Ministries of Education in general.

This paragraph states that such duties "are considerable in every country" in relation to the Cabinet or Chief Executive and "the tendency is to increase them and to lessen the administrative power" of the Ministry over "educational authorities in the political subdivisions." Specifically, it mentions staff in England and Wales and the Kingdom of Denmark "whose business is almost entirely that of inspecting schools and giving advice as to their betterment" and states that this "advisory, consultative side" of the Ministry is being "increased rapidly" in the Argentine Republic and the United Mexican States.[3]

The sharpest reported changes in Ministry assistance functions since 1930 are in (1) international educational relations, (2) advisory technical services, (3) financial aid, and (4) publications and research. Addition of international educational relations and extensive increases in scope of these other three assistance functions alone leaves little doubt that the 1930 indication of an "increase" burgeoned into many and widely ranged Ministry facilitating services and staff functions by 1960. There also are other evidences of increases such as in public relations functions.

Governments replying to the United States questionnaire for the second study use a variety of descriptive terms to distinguish Ministry of Education service functions from those which are of an operating nature. Among them are advising, aiding, assisting, consulting, coordinating, counseling, facilitating, liaison, recommending, serving, and staff functions. Whatever the term, Governments indicate that they mean *assistance* to those charged with operating functions.

Governments often point out that certain Ministry personnel act in a staff capacity in some instances and in an operating role in others. The Minister usually has advisory functions in dealing with those in coordinate Ministerial posts. These staff functions are mentioned particularly in connection with educational matters assigned to the jurisdiction of Ministries other than the Ministry of Education.

---

[3] *Ibid.*, p. 35.

Ranking line officials usually have advisory responsibility to e Minister. Sometimes these officials act as a group for coordina- on purposes or in making recommendations as indicated respec- vely for the Policy Coordination Committee in the Department Education in New Zealand and the Pedagogic Secretariat of e Ministry in the State of Israel.

In contrast, a staff officer such as the Chief Legal Counsel usually as line responsibilities over other attorneys who may be in the inister's Office. The point Governments make clear is that ecision-making power rests elsewhere than with the individual -whether line or staff—who is acting in a particular instance in staff capacity.

Those identified as being assisted in their operations by Ministry ersonnel acting in a staff role have increased to the extent that hey cut across public and private sectors of the individual Na- ions and include many in foreign countries and international rganizations as well. Those within Government include the Chief xecutive, Cabinet members, legislators, and interested persons other public work at National and other levels of Government egardless of whether or not they are engaged primarily in the eld of education.

Among those in the private sector are officials and others in rivate education and interested persons in the range of other omestic affairs—agriculture, commerce, industry, and the like. ome are officials of lay or lay-professional bodies, professional or echnical organizations, or trade unions. To all of these people re added persons in the general public wishing help in meeting ersonal rather than group needs in the field of education.

In general, staff functions relating to Ministry fields of interest end to be in inverse ratio to Ministry control powers. Eight of he 71 Ministries of Education—about 10 percent—are shown vith a major preponderance of staff rather than operating func- ions.[4] These 8 "Ministries" are in Governments reporting general ecentralization of the Nation's education power or centralization f education power which is limited primarily to that involved in ational planning or establishment of broad policy.

In general, their assistance functions extend across the range f educational programs. Specifically, they reflect the particular rame of reference for education. For example, Governments in his group which have National plans or central policy for educa-

---

[4] The 8 represent 1 each in the Commonwealth of Australia, India, Pakistan, the United Arab epublic, and the United States of America, and 3 in the United Kingdom of Great Britain and orthern Ireland.

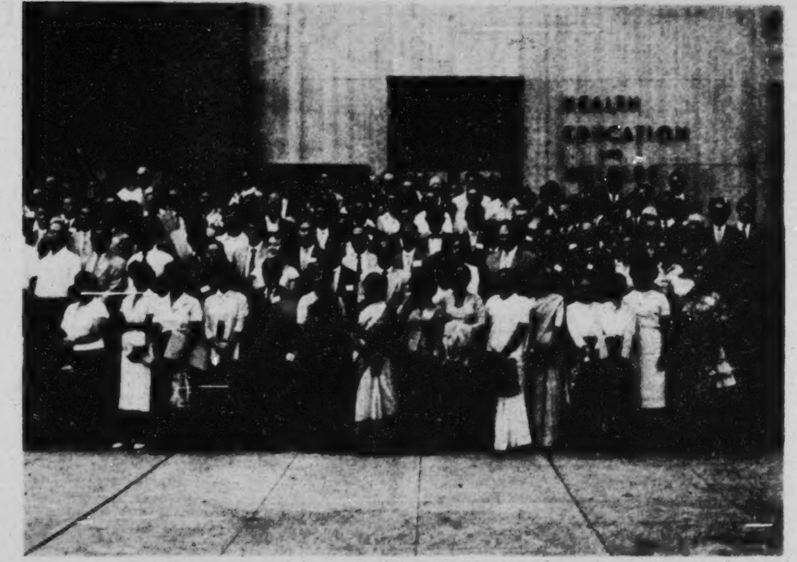
BEST COPY AVAILABLE

tion report their education entities assist in related planning or policy functions.

Various other Governments also report that their Ministries have a substantial number of staff functions. Usually, these are the ones indicating that either the majority of the schools or educational institutions in general are managed by public and private officials reporting to authorities other than those of the Ministry. National sections for the Kingdoms of Denmark and of the Netherlands are illustrative.

International educational relations.—Since 1945, it has been the practice of most Ministries of Foreign Affairs to ask assistance of Ministries of Education on foreign policy in the field of education. In addition, Governments frequently assigned domestic aspects of international educational relations to their Ministries of Education around the times of (1) National entry into force of Constitutions of intergovernmental organizations such as UNESCO and (2) multinational adoption of education-related legislation.

These functions are of a staff nature. They encompass assistance to operating programs which may be in the Ministry of Education,



Courtesy, Office of Education, United States of America

Pictured here are some of the teachers received by the Office of Education of the United States of America on interchange programs with other countries.

in other parts of the Government, in foreign countries, or in international organizations. Ministry authority and responsibility varies according to Government practice in foreign relations as illustrated by the following examples.

The Commonwealth Office of Education in the Commonwealth of Australia is shown as agent for the Department of External Affairs on specified matters. The Government of Japan reports Ministry of Education responsibility for pertinent implementing negotiations once the Government has entered into international agreements and treaties.

Constitutional legislation in the Kingdom of Sweden centralizes communications with foreign Governments in the Minister of Foreign Affairs. Related responsibility of the Minister of Education and Ecclesiastical Affairs includes consultative service in the Council of State before the Government enters into agreements on educational matters. For the United States of America, the Office of Education is shown as a direct technical channel with such organizations as IBE and UNESCO while working through the Department of State on foreign policy matters.

An overview of Ministry involvement in international educational relations is presented in table 5 which follows. The reply to the United States questionnaire from *each* of the 67 Governments reporting a major National level administrative entity for education cites Ministry of Education activity in international educational relations.[5] One Government identifies a single such activity, some identify several, and some report functions in each area listed in table 5. Many of these activities evolved as a result of intergovernmental Regular and Expanded Technical Assistance Programmes.

Nature of detail is such that Governments included in each category are those which gave *specific* information. There are evidences that the number would have been larger in each case had some Governments cited each internationally related assistance function of their Ministries of Education instead of examples.[6] Numbers and percentages in table 5 are *minimum* figures presented in descending frequency order.

---

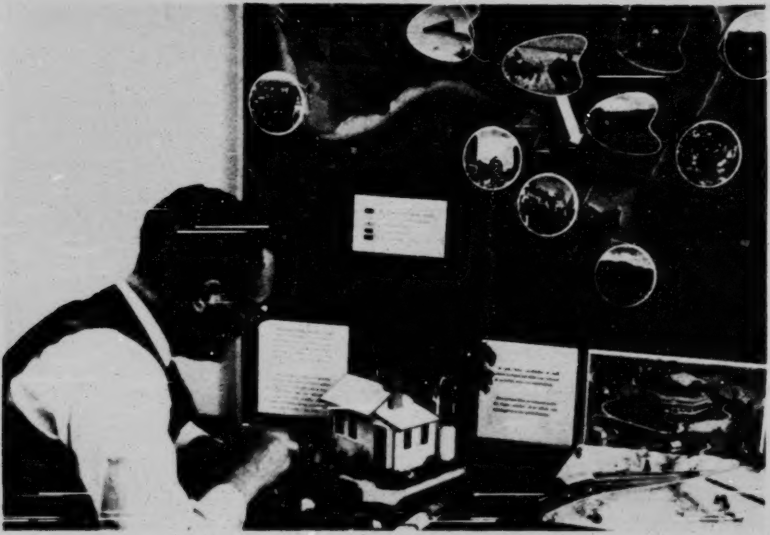
[5] Similar functions are identified on a dispersed basis in the other 2 Governments represented—Canada and the Federal Republic of Germany.

[6] A Government might illustrate Ministry functions with examples pertinent to National Commissions and technical inquiries and to delegations and missions without specifically mentioning others such as policy formulation. At the same time, it might report Ministry of Education personnel as delegates or as advisers on delegations to intergovernmental conferences where negotiations culminate in international legislation.

BEST COPY AVAILABLE

Most of the 67 Governments report that their Ministries (1) facilitate activities of the National Commission for UNESCO, and (2) prepare answers to requests from abroad for technical information. The Ministry of Education usually is represented on the National Commission for UNESCO. Depending on enabling and other action pertinent to the Commission, the Minister may be the Chairman, a member, or a member ex officio. Likewise, other Ministry personnel may be members or members ex officio. The Commission Secretariat may be based in the Ministry of Foreign Affairs, the Ministry of Education, or separately. Where-ever it is based, the Ministry of Education often is represented on the Secretariat or staffs it. Normally, the Ministry provides services to it.

Usually specified among others is Ministry preparation of replies to IBE UNESCO questionnaires irrespective of Government membership or nonmembership in these organizations. Some Governments indicate that their Ministries reply directly to requests for technical information; others that they transmit those of an intergovernmental nature through diplomatic channels. Inquiries seeking technical information are shown as coming from foreign Governments, individuals and institutions in other countries, and international organizations.



Courtesy, Government of the Commonwealth of Australia

The Commonwealth Office of Education sees that the Australian exhibit is prepared for IBE in Geneva.

Three-fourths of the Governments specifically mention Ministry participation in development of internationally related policy. Most of the 50 in this group identify preparation of domestic implementing policy after intergovernmental decisions. A smaller number also mention (1) policy formulation on technical assistance and other education-related agenda items before intergovernmental decision-making conferences, and/or (2) policy assistance on pertinent draft treaties and other international agreements in process of negotiation.

Ministry service functions relating to exchange of persons, fellowships, and scholarships are reported by about 70 percent of the Governments. These programs relate to individuals observing or studying outside their homelands under awards or grants or their own financing. Functions include (1) assistance to domestic and foreign institutions, Governments, and international organizations in selecting candidates, processing papers, and publicizing available awards, as well as (2) facilitating services for domestic and foreign grantees and noninstitutionally or officially financed persons going or coming from abroad for observation and study purposes. Facilitating services may include stipends for living allowances and travel. Among exchanges, fellowships, and scholarships are those under international technical assistance programs.

About 55 percent of the Governments specifically mention Ministry advisory technical services to internationally related programs. Included in this area is technical assistance on educational substance as distinct from policy formulation, personnel matters, and procedural facilitation included within other areas of table 5. These advisory services extend the range of educational levels and programs.

Slightly more than half of the Governments report Ministry functions relating to personnel on Government delegations and on study and survey missions. These functions include (1) assistance in composing official delegations to pertinent international conferences and aid in personnel selections for internationally related study and survey missions, (2) facilitating participation of Ministry personnel and other Nationals, and (3) host duties for delegations and missions arriving from abroad. Study and survey missions may be domestic groups going abroad, foreign teams coming from abroad, or intergovernmental teams which may or may not come to the country reporting the Ministry service. Excluded from this area is similar assistance in recruiting personnel for *operating* technical assistance programs.

Table 5.—Number and percentage of 67 Governments reporting Ministry of Education internationally related assistance in specified areas.

Areas of Assistance (1)	Reporting Governments[1]	
	Number (2)	Percentage (3)
1. National Commission for UNESCO and requests for technical information	61	91
2. Policy formulation	50	75
3. Observation and training programs — exchange of persons, fellowships, and scholarships	47	70
4. Advisory technical services	37	55
5. Personnel-related services for Government delegations and for study and survey missions	34	51
6. Exchange of publications and other materials and related dissemination of information	17	25
7. Personnel-related services for domestic and foreign based international operating projects	14	21

[1] Numbers and percentages represent minimum figures. Some Governments gave illustrations of Ministry functions without specifying every type.

A fourth of the Governments cite exchange of publications and other materials under a systematic plan applicable to Ministry fields of interest in general.[7] Governments also report that their Ministries either make these publications and other materials available to those concerned or report on them.

Governments such as the Commonwealth of Australia, the Italian Republic, the United Arab Republic, and the United States of America mention clearing houses for disseminating information. These and others also report publication services and research as among other means for helping to make information available. For the United Kingdom of Great Britain and Northern Ireland, the Ministry of Education Library is identified as providing assistance in this area.

Ministry assistance in personnel selection for domestic and foreign based international operating projects is identified specifically by a little over a fifth of the Governments represented. Functions include (1) reviewing qualifications of foreign personnel in terms of Government requests for foreign or intergovernmental technical assistance, (2) assisting in recruiting domestic personnel for foreign and intergovernmental projects of an operational nature, and (3) related facilitating services.

Advisory technical services.—Differences in authority and responsibility, problems, stage of economic development, tradition, and other factors play their part in Ministry advisory technical

---

[7] Some other Governments indicate exchanges on a special program basis.

BEST COPY AVAILABLE

services in education which individual Governments report. When viewed as a whole, National sections reveal many different kinds.

In general, these advisory technical services are in the fields of (1) adult and basic education; (2) each and every level of formal schooling; (3) education in a range of particualr fields—foreign languages, history, music, and so on; (4) specialized education

Photo by National Publicity Studios, Wellington; courtesy, Government of New Zealand

The Department of Education exercises supervision over special programs such as sight-saving for this lad in Christchurch, New Zealand.

of a professional, technical, or vocational nature in many fields; and (5) education for special groups such as the delinquent, gifted, mentally retarded, and physically handicapped. Also included are education-related advisory services such as those pertaining to school health programs and school meals and milk.

Governments as a whole report their Ministries assisting with audio-visual techniques, curriculum construction, educational administration and organization, educational policy formulation, nutrition, professional relations of teachers, teaching methods, and textbook development, to name a few. These and other types of services also may be provided under Ministry auspices as a result of bilateral and multilateral technical assistance to Governments.

Most of the Governments having responsibility for non-self-governed areas report them to be under other parts of Government or indicate Ministry of Education operating authority over education programs in domestic non-self-governed areas. Some Governments report Ministry advisory technical services, as illustrated in National sections for the Kingdom of Denmark and for New Zealand.

Two of the several Governments administering foreign areas under the International Trusteeship System indicate similar services for education in such Territories.[8] One is the Government of New Zealand administering the United Nations Trust Territory of Western Samoa and the other is the Government of the United States of America administering the United Nations Trust Territory of the Pacific Islands.[9]

That these data reflect some changes through the years is evidenced by the limited involvement and the operational character of Ministry of Education concern with non-self-governed territories reported 30 years ago.[10] The 1930 study states that "education in the colonies, if the country has any, is under the general control of the ministry of colonial affairs; the public instruction ministry has little or nothing to do with it."

---

[8] The International Trusteeship System was established under Article 75 of the *Charter of the United Nations.*

[9] In keeping with results of the May 1961 plebiscite, Independence Day for the United Nations Trust Territory of Western Samoa is January 1, 1962.

James F. Abel. *Op. cit.* p. 6, states that the United States of America is one of 18 countries "which does not have a national ministry of education." Accordingly, the Office of Education is not represented in that study. In this second study, Offices of Education in the Commonwealth of Australia and the United States of America are assimilated to Ministries of Education and are represented. Each is the major National level administrative entity for education. Of the 71 entities, they are the 2 organized a step below Cabinet level in their respective Governments.

[10] Examples of National sections in this second study which report operational responsibilities of Ministries of Education over education in domestic overseas and internal non-self-governed areas are those of the United States of Brazil, French Republic, India, United Mexican States, Pakistan, and the Republic of Venezuela.

It goes on to say that the Ministry of Education may have operating authority over education in the Capital District and internal non-self-governed territories and cites authority of the education entity in the United Mexican States over education in the Federal District and 2 Territories.[11] Education in the former Mandated Territories under League of Nations supervision is not identified as a Ministry of Education concern in the several Mandatory Governments of the 1930 era.[12]

Financial aid.—A comparison of data with those in the 1930 study shows that financial aid as a Ministry of Education facilitating service has increased to such an extent that it is the rule rather than the exception. It is of two general types—financial aid to individuals and financial aid to institutions.

Governments in general report National funds to aid pupils and students directly and to provide Ministry services to help them in getting outside aid. National sections reflect a variety of practices.

One shown for the United States of Brazil pertains to awards for study on home soil. The Government of the Republic of Iraq specifies funds for sending Nationals abroad to study. Scholarships for domestic study by foreign Nationals are indicated for Pakistan. The Government of the United States of America reports law providing loan funds for educational institutions to use in making low-interest loans to specified types of students as well as funds for fellowships granted directly to individual students. Many Governments specify more than one type of financial aid to individuals.

Governments frequently report some form of grants, matched funds, or subsidies to assist institutions and sometimes to encourage specific training programs leading to professional advancement of operating and staff personnel. Financial aid to educational institutions may be limited to public education which receives most of its financing at levels other than National. Where public institutions already are financed by the Government through the Ministry of Education, it may be limited to private institutions. In other Governments, it may be available both for private and for non-Nationally financed public education.

---

[11] James F. Abel. *Op. cit.* p. 13.

[12] The Mandatory System was established under Article XXII of the *Covenant of the League of Nations.*

Some Governments state that aid to private educational institutions is limited to nonacademic matters such as health services for school children, school construction, and the like. Others report financial aid for academic matters, salaries of teachers, and so on when private institutions accept Ministry control and supervision or meet established standards as shown respectively for the State of Israel and the Kingdom of the Netherlands. Sometimes there is a system for private schools to be assimilated in status to public schools, "incorporated," or recognized as a basis for eligibility to receive grants or subsidies as shown for the Republic of Panama.

At the higher education level, financial aid often includes funds for research as well as institutional management and operations. The National section for the Kingdom of the Netherlands reports an "automatic" formula for financial aid to private institutions of higher learning once they have been in existence for 10 years.

Publications and research.—Both studies report issuances by many Ministries of certain publications containing copies of laws and administrative directives which educational personnel are required to follow. On the other hand, this second study reveals a marked increase in both number and range of professional publications which Ministries issue as a service to educational administrators, teachers in general, and those in specialized fields to help them keep up with developments in their areas of interest. Popular issuances also are reported to encourage interest and support for education.

There also is evidence of a marked increase of teaching and other aids which Ministries make available to school personnel to help them in their work. With advances in technology since 1930 have come Ministry services in the field of audio-visual aids.

The 1930 study identifies the "large amount of research work" by a primarily staff entity—the former Board of Education in England and Wales—and cites Ministry support as well as direction of research in "Estonia, Poland, and Hungary." Specifically, it mentions an educational research department maintained by the Government of the Republic of Costa Rica, experimental research in the education entity in the United Mexican States, research on methods of study and teaching in the Kingdoms of Bulgaria and of the Netherlands, and research on educational reform in the Republic of Austria and the Czechoslovak Republic.[13]

In this second study, about 60 percent of the Ministries are reported to be engaged in some form of research activity. It may be intermittent and relate to special problems. It may concentrate on problems of direct concern to the Minister and the Cabinet or the organizational units of the Ministry. On the other hand, it may be widely ranged as reported for the United States of Brazil and the United States of America.

---

[13] James F. Abel. *Op. cit.* p. 36–37.

Among the other 40 percent of the Ministries are some which subsidize research or establish departments in institutions of higher learning for research purposes as shown for the Kingdom of Belgium and the Czechoslovak Republic. Some of the others report that research is under the jurisdiction of other entities such as the National Research Councils reported for the Kingdom of Norway. Others specify that educational research is a function of institutions of higher learning.

Operating Functions in Education

Institutions and organizations.—Ministry operating functions in the field of education relate in general to three types of institutions and four types of organizations. One group of institutions includes those identified at National level—Government, National, official, or State establishments. Another includes other public schools and institutions at political subdivision levels—Provincial or local. The third type are private institutions under nondenominational or sectarian auspices. Organizations may be domestic, foreign, intergovernmental, or international nongovernmental in character. Some are public and some are private.

Governments usually report Ministry concern with some of each of these types of institutions and organizations. There are domestic exceptions. The Czechoslovak Republic, for example, reports its schools as State schools.

Educational institutions include those from elementary or primary level through university level. Among them are elementary, intermediate and junior high, secondary, postsecondary, teacher training and other professional schools, and technical and vocational schools; junior colleges, colleges, institutes, universities, and advanced academies; adult, basic, and fundamental education centers; demonstration, experimental, model, and pilot centers and schools; inservice training centers, Ministry and school libraries, and research establishments.

An indication of variations in meaning of terms is revealed by number of years in particular education programs to say nothing of differences in length of school year. Primary level schools in the 69 Nations represented are reported as having educational ladders of from 2 to 8 years. Those from the first grade through secondary level range from a minimum of 6 to a maximum of 13 years. Total rungs on the ladder represent from 10 to 20 years of formal schooling.

Differences in these programs among Nations plus multiple differences among and within Ministries in authority and responsibility for parts of these separate programs make it impractical to compare specific programs and functions for the purpose of presenting generalizations. Instead, the more typical functions and some that are unique are identified here in relation to major functional areas to give an indication of scope and variety.

National sections reveal four major patterns for Ministry functions in the field of education. They encompass authority and responsibility for (1) comprehensive and direct control, (2) direct control in some instances and control through authorities of political subdivisions in others, (3) direct control in some instances and general supervision in others, or (4) facilitating services and staff assistance. These patterns are illustrated respectively in National sections for the French Republic, Republic of Austria, Kingdom of Denmark, and the United States of America.

Country summaries for the Republic of Chile, the Kingdom of Norway and the Federal People's Republic of Yugoslavia show that control power does not necessarily mean Ministry operation of educational institutions. Then, again, it may as shown for the Republic of Liberia. Sometimes Ministries are reported as operating a few particular institutions such as schools for the handicapped, schools in a territory under National rather than political subdivision jurisdiction, and teacher training establishments.

Some Governments indicate that their Ministries authorize establishment, opening, and closing of schools. Some others state that authority in this area is limited to approving or licensing after establishment or to directing closure if institutions fail to meet established standards for education, health and sanitation, morals, or a combination of standards.

Ministries may be reported as having authority to finance public school operations or to provide financing in certain instances. Building and construction functions of an operating nature may include contracting for construction, development of materials, financing, provision of prototype institutions, and standard setting.

Ministries often are shown with authority to prescribe curriculums, instructional methods, school schedules, syllabuses, and textbooks for public and private schools below higher education level. These types of operating authority in some other Ministries

BEST COPY AVAILABLE

Courtesy, Department of Education, Republic of the Philippines

Highlighted here is what the Department of Education in the Republic of the Philippines calls its "ever recurring textbooks shortage"—a not uncommon problem in the "era of the population explosion" and particularly where World War II brought destruction to educational materials and to the means of producing them.

cover public schools only. For still others, they relate to public or to public and private schools either at the elementary or secondary level or in certain types of schools such as those for delinquent children or the handicapped.

Inspection is a frequently reported function—especially when the Ministry is shown as exercising control or as authorizing grants or subsidies under prescribed conditions. At the same time, comparison of data with those in the 1930 study indicates that this function has changed in character in some Ministries.

Government data are less apt to indicate that Ministry inspectors have operating authority mentioned in 1930 to effect changes and direct compliance with law and regulations.[14] They are more apt to indicate that inspectors inspect schools and make recommendations to appropriate officials in the Ministry, as shown for the Republic of Costa Rica, or in the appropriate level of Government. In turn, these operating authorities, rather than the inspectors, are shown as the ones who direct compliance or see that assistance is provided to help institutions or political subdivisions reach established standards.[15]

---

[14] *Ibid.* p. 35-36, 43-44, and 54. Illustrative organizational charts depict inspectors as line officials. An inspector usually is shown as having duties to "correct" errors in teaching, "see that the official texts, systems of registers, statistics, and inventories are used," and to have some recommending functions.

Governments usually report a smaller number of Ministry operating functions in relation to private schools. Curriculum control and inspection are those most commonly cited. Authorization, accreditation, assimilation, recognition, and registration of private schools and control of certain staffing are among others identified.

Institutions of higher learning may be reported as outside the general province of the central administrative entity for education as illustrated by National sections for the Argentine Republic and the Republics of Ecuador and The Sudan. In contrast, Lebanese University is shown as an integral part of the Ministry in the Lebanese Republic.

Other Governments state that certain types of higher education institutions are maintained or operated by the education entity as shown for the Republic of Liberia on one hand and the Kingdom of Iran and the United Mexican States on the other. Another group indicates Ministry control of public universities through funding and designation of teaching staffs or through curriculum control, inspection, and supervision as illustrated respectively in National sections for the Republics of Austria and China.

One Government—the Kingdom of Belgium—states its Ministry has authority to establish State institutions of higher learning which then have internal freedom to operate. Another—the Republic of China—states that its Ministry charters and inspects private institutions at this level of education. Sometimes the Minister is reported as Chairman of the Councils of separately established institutions or other Ministry personnel are represented on them as illustrated in the National section for the Republic of Chile.

In general, where Ministry control is reported, it is more apt to be through fiscal channels rather than directly over academic matters. In lieu of fiscal control, a Government may state that its Ministry serves as the administrative channel for distributing National funds to institutions of higher learning which are not under Ministry control as shown for the United Mexican States.

---

[15] More commonly reported in this second study than in the first is the supervisory function. It involves assistance to institutions in raising standards as illustrated in the National section for the Republic of Iceland. Some Governments reporting this type of staff function call it *inspection.*

Personnel.—Some report that their Ministries have authority and responsibility to appoint or approve the appointment of public school administrators or teachers or both. This authority may extend to personnel in private schools or to particular types of personnel in these institutions. Some Governments report Ministry maintenance of teachers' registers.

Varying degrees of operating authority and responsibility are reported for some Ministries over assignment, promotion, reassignment, and dismissal of public school personnel. Sometimes each of these functions is reported for specified types of schools as indicated for the Republic of Iraq and the Kingdom of Nepal. Authority to deal with disputes unresolved at other levels may rest with the Ministry as shown for the Kingdom of Greece and the United Kingdom of Great Britain and Northern Ireland.

Ministries often are reported as having authority to approve or fix salary schedules or establish salary and other personnel regulations for public school and sometimes for private school personnel. As indicated for the Republic of Indonesia, the main difference between public and private school personnel may be classification as civil servants or as privately employed.

Public school personnel sometimes are shown as part of the Ministry complement. They are more apt to be on another public payroll at political subdivision or National level. The Ministry may be responsible for financing salaries in certain schools as shown in National sections for the State of Israel and for New Zealand. Somctimes it partially subsidizes salaries of particular schools as shown for Japan and Thailand.

Teacher training and inservice training frequently are reported as Ministry operating functions. Illustrations of the former are found in National sections for the Union of Burma and the United Kingdom of Libya and of the latter in those for India and Japan.

Ministries sometimes are shown as administering benefits of one type or another for teachers. Centrally administered superannuation schemes cited in the National section for the United Kingdom of Great Britain and Northern Ireland are examples.

Pupils and students.—Ministry operating authority and responsibility related to pupils and students may encompass control or regulation of school admissions, examinations of an academic or health nature or both, pupil promotions, and certificates and

BEST COPY AVAILABLE

Courtesy, Ministry of Education, India

District Social Education Organizers try their hands with home decorations as part of their Training Course at the National Fundamental Education Centre operating in New Delhi, India, under Ministry of Education jurisdiction.

diplomas for public or for public and private education. Sometimes Governments report that the Ministry directly administers examinations and issues certificates and diplomas.

At the higher education level, Governments may report Ministry authority and responsibility to confer degrees as illustrated by National sections for the Kingdom of Norway and the Portuguese Republic. Sometimes the Government identifies a recognition or a visa function in relation to degrees conferred by institutions of higher learning as shown respectively for the Ministry of Public Education in the United Mexican States and for the Secretary of State for Education and Fine Arts in the Dominican Republic.

Governments often specify Ministry authority and responsibility relating to adult education and to literacy campaigns as illustrated in the National section for the United States of Brazil. Sometimes they report Ministry authority and responsibility to enforce or administer compulsory education law or regulate school attendance as cited respectively in National sections for the Kingdom of Afghanistan and the Republic of Turkey, the State of Israel, and the Republic of El Salvador.

Other Operating and Staff Functions

Ministry functional authority and responsibility in areas other than education per se relate to widely ranged affairs primarily of a civic and cultural nature. As in the case of the education program, the Ministry may be reported as operating the institutions, assisting them, operating some and assisting others, or serving for administrative convenience as the channel between them and National executive and legislative bodies.

This function as a channel of communication—similar to that reported with some institutions of higher learning—is one of the most commonly reported services in relation to many of the National galleries, museums, orchestras, and theaters administratively identified with Ministries of Education. Such institutions often are established under separate law to operate under their own management as official institutions or bodies with financing in whole or in part from National funds.

Libraries.—Functions of a civic and cultural nature which are most frequently mentioned in National sections are those related to libraries. Approximately 80 percent, or 53 of the 67 Governments reporting a National level administrative entity for education, specify such operating or service functions or both as being within the province of their Ministries of Education.

National libraries and Nationally administered or financed public libraries and financially assisted libraries in particular centers, on a mobile basis, or in the Nation as a whole, are among the most commonly identified types exclusive of those within the education program per se. Libraries and library-related Ministry functions of one type or another in the education program frequently are reported.

Collections and libraries within Ministry province in the education program may include documents in education study centers and research institutions such as those reported for the Italian Republic and the United Arab Republic. Ministry headquarters libraries may be identified as in National sections for the Spanish State and the United Kingdom of Great Britain and Northern Ireland. School libraries in the Empire of Ethiopia and university libraries in the Republic of Austria are illustrative of other types. Also within the education program are Ministry operated National schools for librarians as illustrated in National sections for the United Mexican States and for New Zealand.

National treasures.—Next in frequency of reporting are functions related to National treasures which are other than those in fine arts galleries and museums and other than those in libraries. These functions relate to (1) areas and monuments deemed to be of National significance such as archaeological centers, historic buildings, and tombs; and (2) establishments such as archival institutions, museums of general type, and those which specialize in such fields as folklore or natural history. Functions pertaining to one or more of these centers, collections, institutions, or monuments are reported to be within Ministry province by 48 of the 67 Governments or approximately 72 percent.

Fine arts galleries and museums.—Functions relating to fine arts galleries and museums are next in frequency with 37 Governments, or about 55 percent, reporting them within Ministry province. They usually relate to establishments separate from those in school and university systems. Occasionally a fine arts school within Ministry jurisdiction also is shown as the institution in charge of a major fine arts center for the public at large.

Other civic and cultural programs.—Reported within Ministry province are functions in the field of National and community theatricals in 22 Governments, recreation and sports in 21, music in 17, the cinema in 16, and zoological gardens or parks in 4. National theaters, sports centers, and stadiums on one hand and, on the other, dance, dramatic, and other theatrical groups and troops, and National orchestras are among the institutions and organized bodies involved.

Ministry functions pertinent to compilations in particular languages, development of language, and language preservation are reported by such Governments as the Kingdoms of Afghanistan and Denmark, India, the Republics of Indonesia and Iraq, the State of Israel, Japan, and the Republic of the Philippines. Functions related to copyright and intellectual rights are mentioned by such Governments as the Republic of Chile and Japan in the first instance and the Spanish State in the second.

Several Governments report Ministry functions incident to National awards, celebrations, contests, exhibitions, exhibits, and tours. Illustrations are found in National sections for the Kingdom of Belgium; the Republics of Ecuador, Finland, and Panama; and the Oriental Republic of Uruguay.

Other program areas.—A smaller number of Ministry functions are reported in fields other than education and civic and cultural affairs. They are related to religion, science, and/or social welfare including some matters pertaining to justice. To illustrate the range, a few examples are cited from Government data other than those relating to a Ministry which combines education with another field such as the Ministry of Education and Justice in the Argentine Republic, the Ministry of National Education and Religion in the Kingdom of Greece, or the Ministry of Public Instruction and Social Welfare in the Oriental Republic of Uruguay.

The Imperial Ethiopian Minister of Education and Fine Arts is shown as having discretionary powers to "allow or refuse" permission to religious groups to establish missions in the Nation. The Government of Japan reports the International Latitude Observatory as being under Ministry control. The Government of the Portuguese Republic reports the Social Security Institute as being under Ministry supervision.

Means of Communication

Governments report many Ministry means of communication with educational administrators, teachers, institutions, and others directly concerned with education. At the legal level, the Ministry of Education may make a special distribution of the Government's official gazette or register when an issue is devoted entirely or primarily to education. It also may have a separate gazette of its own for issuance of National law and regulatory material.

When the Ministry exercises direct or indirect control over education, directives of one sort or another are among its official issuances. The Ministry may channel them to any or all of three primary groups—school personnel, subordinate Ministry staff who communicate them to those in the field, and political authorities when specified educational responsibility is delegated to them.

This direct line of educational command from the Ministry to administrators or directors of educational institutions is illustrated in the National section for the Kingdom of Saudi Arabia. It usually extends to teachers, too, when school staff are part of the Ministry complement or the Ministry has immediate concern with employment of school personnel as distinct from possible regulatory power. Illustrative are National sections for the Republics of Colombia and El Salvador and the Kingdom of Iran.

Use of different types of field staff as communication and distribution channels is illustrated in National sections for the Union of Burma and the Dominican Republic. The first Government reports Ministry Division and District Officers and the second identifies the Secretariat's Superintendents of Education as those responsible for channeling information and instructions.

Depending on degree and type of delegation of operational responsibility, Ministries may send directive issuances to particular administrative or political authorities as shown, for example, for the Republic of Chile and the Kingdom of Laos. The country summary for the Grand Duchy of Luxembourg reveals that the Ministry communicates with its inspectors in the field on matters of concern to schools at elementary level and directly with schools above that level.

The so-called *mixed systems* of educational administration are of several types and channels of communication vary accordingly. One type is illustrated in the National section for the United Kingdom of Libya. There, legislative power for education and executive control and direction of higher education are shown as reserved at Federal level. Executive power to implement Federal law applicable to other levels is reported as decentralized subject to Federal supervision. In this case, the Ministry of Education communicates with higher education officials on matters in that field and with officials of the Provinces on other educational matters.

A mixed system may reflect certain concurrent legislative power at different levels of Government as indicated for the Federal Republic of Germany and for India. In India, the Union level Ministry of Education is shown as issuing certain directive and nondirective issuances to State Governments and nondirective publications to institutions and others concerned.

Then, again, a mixed system may be of the type reported for the United States of Brazil and for the United Mexican States. Indicated for these Nations is Federal-State duality in performing some of the same types of educational operations according to circumstances and needs determined within the frame of reference of these Nations. A corresponding duality in communication is reported.

A mixed system also may represent a general trend toward centralization or decentralization of educational authority and responsibility as indicated respectively for New Zealand and the Kingdom of Sweden. Reported are corresponding directive and nondirective issuances.

Governments which report general decentralization in the field of education indicate variety both in nondirective media and in interested publics as shown for the Commonwealth of Australia and the United States of America. When extent of Ministry control or supervision over educational institutions varies according to levels and types of institutions concerned, Ministry issuances also vary, as indicated for the Kingdom of Denmark.

Conferences, meetings, seminars, and workshops are among means reported to enable Ministry staff at headquarters to come face to face with others interested in education. The Governments of the Portuguese Republic and the Kingdom of Sweden also state that the heads of their National level administrative agencies for education set aside regularly scheduled periods specifically to receive interested individuals and representatives to discuss educational matters.

The press and radio and sometimes television also are cited. Sometimes radio is shown as being used for more than general announcement purposes for education. The National section for the Commonwealth of Australia reflects a cooperative program in which the Commonwealth Office of Education prepares radio scripts for weekly instruction in English for non-British adult migrants. That for Thailand reports an Educational Broadcasting Station used by the Ministry of Education.

Publications media take many forms and their labels are not necessarily indicative of type of content. National sections offer clues on whether or not particular bulletins and journals, for example, include directive or nondirective materials or possibly both types.

In general, directive issuances tend to be reported in the form of bulletins, circulars, instructions, Ministry of Education gazettes, notices, notes, orders, and regulations. In contrast, nondirective issuances tend to take the form of announcements, informational bulletins and letters, newsletters and newspapers, professional journals of general and specialized types, research studies, and the like.

Means for transmitting views to Ministers and Ministries of Education also vary for those throughout the Nation who wish to have their voices heard. Views may be in the form of advisory assistance, complaints, grievances, ideas, newspaper articles and editorials, radio broadcasts, recommendations, resolutions, or suggestions.

Almost universally reported are advisory bodies. They may be external such as the foreign aid missions cited for the Kingdom of Iran. They may be independent such as the Educational Council reported for the Kingdom of the Netherlands.

On the other hand, responsibility for gathering recommendations and suggestions from others concerned and transmitting them to the Ministry may be a part of the assigned duties of Ministry field staff as reflected for the Kingdom of Afghanistan. When school administrators and teachers are part of the Ministry complement, they may have responsibility for gathering ideas from specific bodies such as Municipal Boards and lay groups as reported for the Republic of Ecuador.

In general, channels for regular or occasional communications with the Minister or Ministry of Education can be grouped in five categories. Included are (1) ad hoc and/or permanent advisory bodies; (2) Ministry staff members at field posts; (3) political entities and officials such as State Governments and their Governors; (4) nongovernmental organizations in many fields, lay and lay-professional groups such as Parents Boards and Parent-Teacher Associations, professional organizations and societies such as those for teachers in general and those in technical specialities, unions, youth and youth serving organizations, and the like; and (5) individuals who speak in person for themselves or through public media such as the press.

CHAPTER V

Study Findings in Brief

DIFFERENCES FAR EXCEED similarities among the 71 Ministries of Education represented in the study. It is these differences which limit the number of means, medians, and modes which could be presented. Among findings summarized in this chapter are those in individual chapters, including some arising from comparisons with data published in 1930. To these findings are added a few which cut across the study as a whole.

Education and the International Scene

1. Prior to 1945, some intergovernmental agreements were negotiated on particular aspects of education; international action in the field of education related primarily to exchange of ideas and to recommendations of international organizations to educators, Ministers of Education, or Governments.

2. Education became a regular field of intergovernmental legislation and technical assistance after cessation of World War II hostilities.

3. Predominant factors in expansion of functions and related organization of Ministries of Education in the decades from 1930 to 1960 are emergence of an "international ethic of mutual aid" and a "revolution of rising expectations for a better life"—factors underlying establishment of the United Nations family of organizations and various other intergovernmental bodies.

4. Governments vested many intergovernmental organizations with specified powers to act in concert in developing international law, programs, and procedures in a range of fields including education.

5. Intergovernmental organizations such as IBE and UNESCO focus their programs on education and related fields; many others are concerned with education and training within their areas of competence—agriculture, atomic energy, economic development, employment and labor relations, financing, health, human rights.

literature production, needs of children, non-self-governed and trust territories, peace and security, prevention of discrimination and protection of minorities, status of women, social welfare, technical assistance, and the like.

6. Entry of educational relations into the regular warp and woof of the foreign relations fabric of Nations in general is a concomitant of burgeoning intergovernmental organization during and shortly after World War II hostilities.

7. Scientific and technological advances and post-1945 intergovernmental action began to bring education into focus in the total purview of economic, political, and social responsibility of Governments for educational advancement and general welfare of their own people and those of their neighbors in the comity of Nations.

8. Legislation enacted by intergovernmental organizations often results in inventories of conditions which, in turn, reflect educational needs and problems.

9. Action programs began to broaden the base of intergovernmental educational relations particularly after more bilateral and multilateral programs of technical assistance became operational after 1945.

10. Generalists and technicians of countries further advanced in education or in particular types began to be assigned in increasing numbers and under intergovernmental auspices to assist other Governments in promoting the cause of education.

11. More intergovernmental fellowships and scholarships began to be awarded for observation and study in other countries.

12. Intergovernmental and Governmental data identified in this study make it evident that ability of Nations to provide educational opportunity for their citizenries is directly related to problems of economic development and international peace.

13. Ability to provide for free and universal education at least at the primary stages comes into focus in the contrast between the enunciation of Governmental and intergovernmental policies to promote the education of peoples and the needs for funds to finance teacher training, school construction, and educational programs in general.

14. Approximately paralleling less developed, developing, or advanced stages of National economies are limited, rising, or larger sums for domestic and international financing for education on one hand, and low, rising, or high literacy rates on the other.

a. Most of the Nations are recipients rather than donors in terms of over-all international financing for education; the burden of international financing is a charge primarily on Nations with more advanced economies.

b. Without international assistance, educational progress seldom is accelerated in economically less advanced countries; domestic Government funds for education are limited even when a large portion of public funds is channeled into this field.

c. As a Nation's economy expands, a corollary tends to be an increase in funds for education and, in turn, an increase in literacy rates for the Nation's citizenry.

15. Fellowships and scholarships for observation and study abroad, formal and informal consultative arrangements, inventories of conditions, joint projects, and multilateral and bilateral financing for concerted programs of practical action are among techniques Governments and their intergovernmental organizations began to use regularly after 1945 in seeking to bring domestic needs and international action into harmony in promoting education within Nations and across international borders.

16. Impact of concerted use of the array of techniques in the field of education finds expression in increased educational opportunities for peoples of many Nations—particularly after intergovernmental legislation began taking account of the interrelation of economic, political, and social problems.

17. Accretion of intergovernmental organizations, domestic preparation of positions for intergovernmental conferences, negotiation on agenda issues in decision-making conferences, and operation of related action programs, caused Governments to develop new National level administrative means for dealing with aspects of foreign policy and international technical assistance.

18. The most typical change reflected in general expansion in organization and functions of National level Ministries of Education since 1930 pertains to international educational relations.

a. As foreign relations expanded to cover widely ranged technical areas, Governments and their Ministries of Foreign Affairs began looking more and more to Ministries of Education for advisory assistance on foreign policy and its domestic implementation in the field of education.

b. Government delegations to pertinent intergovernmental conferences began to include more personnel from Ministry of Education staffs and others in the field of education as well as representatives of Ministries of Foreign Affairs.

c. Administrative means were established in Ministries of Education to facilitate domestic action on international affairs relating to education.

d. Ministries of Education also began to have a technical assistance role in international educational relations.

Major Administrative Entities for Education

19. Systems of public administration vary in detail or in general from country to country with the result that no single Ministry of Education is exactly like another.

20. Comparison of the way Nations classify themselves in law with some of their classifications in 1930 reveal fundamental changes in form of many Nations and, in turn, in National settings for educational administration.

21. The 69 Governments represented in the study report 71 National level Departments, Ministries, Offices, or Secretariats of Education.

a. The Governments of Canada and the Federal Republic of Germany report no National level public entity specifically for education; each cites some education functions in various Federal entities and other arrangements for assistance on specified matters.

b. The Government of the Polish People's Republic reports two Ministries for different levels of education—through secondary and at higher education level.

c. The Government of the Union of South Africa reports two Departments for education related to different segments of the total population.

d. The Government of the United Kingdom of Great Britain and Northern Ireland reports three "Ministries" for the geographic areas of England and Wales, Northern Ireland, and Scotland.

22. Names of Ministries reflect educational substance alone in 56 of the 71 entities; 8 add cultural or fine arts affairs; 4 combine education with religious affairs, 1 with justice, and 1 with social welfare; and the Government of the Republic of El Salvador reports use of the word *culture* to encompass education.

23. General legal bases for Ministries of Education usually stem from Constitutional or other fundamental National legislation establishing the frame of Government; specific legal bases are widely ranged in type.

24. Ministries of Education are reported at Cabinet level except for 2 organized a step below—Offices of Education in the Commonwealth of Australia and the United States of America.

25. Landmarks in the development of Ministries center around the time of acquisition or restoration of National sovereignty, change in Government leadership, National boundary adjustment, occupation by a foreign power, revolution, war, and the like; they reveal a relation to geographic scope of change at their times in history.

a. Emperors and Kings sometimes had education staffs hundreds of years before the 18th Century.

b. The earliest specific date for assigning education to a National level "Ministry" is January 28, 1747 reported for the Spanish State.

c. The earliest specific date for establishment of a National level "Ministry" primarily for education is October 14, 1773 reported for the Polish People's Republic.

26. Usually, National level entities other than the Ministry of Education have particular National level responsibilities in the field of education—Ministry of Defense, Ministry of Foreign Affairs, technical Ministries such as Health, and boards, commissions, councils, colleges, institutes, special schools, universities, and the like.

a. Program responsibility in fields cutting across the interests of more than a single Ministry—such as school construction and school health—may be assigned to a single Ministry or separate aspects of program responsibility may be assigned to different Ministries.

b. Some Governments report use of education entities at lower levels of Government to perform specified National level functions.

Languages and Religions

27. Languages of National documentation for the study total 43.

a. Spanish, English, Arabic, and French predominate in that order.

b. The 69 Governments report many other languages in domestic use.

28. A single State-related faith is identified in each of 30 Nations and two each in 2 others; some of the other 37 Govern-

ments report that their Ministries of Education have organizational units related to religious affairs.

The Education Portfolio

29. Substantive content of titles of Ministers usually corresponds to that in names of Ministries.

a. One of the 71 portfolios includes Education and the other affairs of State in a geographic region—that of the Secretary of State for Scotland.

b. The Minister sometimes holds portfolios in addition to the one for Education.

30. Appointment to 29 Ministerial posts is by the Head of State on nomination of the Prime Minister, 24 by the Chief of State or Prime Minister, 13 by an executive authority subject to some form of approval by another executive authority or confidence vote by the legislative body, 3 by the executive body, and 2 by the legislative body.

31. Legal qualification to hold the portfolio of Education tends to apply to Parliamentary seats or to political or Ministerial posts in general; none of a professional nature in the fields of education and public administration are reported.

32. Except in the Commonwealth of Australia where law specifies a 5-year term with elegibility for reappointment, term of office for Ministers of Education is indefinite and at the pleasure of the appointing authority and/or during legislative confidence.

33. For 65 posts on which information is supplied, 34 Ministers of Education either may not be members of the legislative body or are required to relinquish their seats while serving as Minister of Education, dual service is customary or possible for 18, and the other 13 either are or must become members after appointment as Minister.

34. Ministers of Education are political officials who usually are Cabinet members.

35. Ministers of Education usually report to the President or Prime Minister; in Parliamentary-type Governments, they usually report to the legislative authority as well.

36. Based on terms served by predecessors of 57 incumbent Ministers, average term of service is 2 years and 4 months, median is 1 year and 4 months, and range in length is 7 days to 8 years and 5 months.

Education Power

37. Operative National legislation of Constitutional type dating prior to 1900 tends to omit the subject of education, mention it in general terms as a responsibility of the State, or—for Canada and the United States of America—decentralize or reserve pertinent power to other than National level jurisdiction.

38. Indicative of the trend toward greater Government responsibility for education are specific provisions on education in the majority of the operative Constitutions which entered into force during the 20th Century and, particularly, around mid-20th Century.

39. Each Government cooperating on the study reports retention at National level of at least a minimum of education power which transcends limits of power held by component parts of the Nation such as that for intergovernmental educational relations and for education in areas under National jurisdiction rather than political subdivision.

40. Exclusive of transcendent power, 65 of the 69 Governments report vesting at central level of some degree of power over education within the Nation's boundaries and assignment of at least a portion of it to the Ministry of Education.

a. Governments of Canada, the Commonwealth of Australia, the Federal Republic of Germany, and the United States of America report general decentralization of policy and operational control over education and educational institutions within the Nation.

b. Governments with education power centralized at National level report that power rests ultimately in the Monarch, the supreme body, or the State with part of the operating power sometimes being *delegated* to subordinate levels of Government.

c. Governments with education power partially centralized report varying degrees of operating power being *decentralized* to other jurisdictions; usually some form of authority and responsibility to approve, inspect, or supervise education is retained at National level and some form of authority and responsibility to establish implementing policy within the framework of central policy and/or to operate institutions is decentralized.

d. Governments reporting general decentralization of both policy and operational control over education and educational institutions also report scope of the education power reserved at National level is confined to specific matters which, by their nature, are beyond the province of other public jurisdictions in the Nation.

Administrative Organization

41. Corresponding in general to the vesting of education power, organization for public action by National level Ministries of Education is of line, line and staff, or staff type.

42. Within the framework of authority and responsibility, Ministries of Education are organized to help meet education needs common to Nations in general and those unique to a particular National setting.

a. Governments usually report some form of line and staff organization for operating the Ministry of Education itself and for advising on budget estimates, legal matters, and other internal affairs.

b. There may be parallel organizational units for schools using different languages of instruction such as English and Sanskrit in the Kingdom of Nepal or Finnish and Swedish in the Republic of Finland.

43. Comparison of 8 organizational patterns reported in 1930 with their counterparts 30 years later reveals the same type of line or line and staff system of organization continues to be in effect; specific organizational units have undergone change and their number has increased.

Advisory Organs

44. National level advisory organs reported in 1930 and 30 years later represent a characteristic Government and/or Ministry device for assisting in determining policy and action in the field of education.

a. Some advisory organs are concerned with education in general; others with specific aspects of education.

b. Some advisory organs advise the Chief Executive, the Government, or the legislative body; sometimes the Minister of Education serves as Chairman.

c. Some advisory organs are appointed by the Government or by the Minister—on his own initiative or with approval of the Government—to help the Minister, the Ministry, or both; usually the Minister of Education serves as Chairman.

d. Some advisory organs are integral parts of the Ministry of Education.

Ministry Action

45. In general, authority to act and responsibility for programs are assigned to the Ministry headed by a Government Minister charged with general supervision and political leadership; certain functions may be vested in the Ministry or its units and others in particular officials.

46. Whether a particular function is a line operation or a staff service or sometimes one and sometimes the other, usually depends in the first instance on authority and responsibility of the particular Ministry; availability of funds is among other determinants.

47. Functions in the same Ministry often differ according to the public or private character of education, its particular level, and its general or specialized type, and then within specialized types.

48. In general, degree of centralization of education power and distribution of that power at central level determine line or staff character and general areas of Ministry functions; general stage of economic development and particular problems are among determinants of functional substance.

49. Similarity in Ministry functions is reported most frequently in the field of international educational relations—an area of insignificance to Ministries of Education in general 30 years earlier.

50. Governments indicating highest degree of centralization of education power—particularly those which assign most of it to the Ministry of Education—also report greatest Ministry focus on operating functions; conversely, those reporting general or substantial decentralization indicate greatest central focus on staff functions.

51. Similarity in character, areas, and substance of functions tends to occur primarily among Nations which have legislation calling for centralization of education power and which also are the least economically developed.

52. Whatever a Ministry's functions may be, there usually is a direct parallel between line and staff character of organizational units and of functions.

53. Education and international educational relations are functional areas of Ministries of Education in general.

a. Some Ministries are concerned primarily with education up to and not including education classed by the Government as higher education.

b. International relations functions encompass assistance to operating programs which may be in the Ministry of Education, in other parts of the Government, in foreign countries, or in international organizations.

54. Most Governments report Ministry of Education concerns with civic and cultural affairs.

55. Some Ministries have functions related to justice, religious affairs, scientific affairs, and social welfare in addition to similar functions which may be involved in their educational and civic and cultural programs.

56. The sharpest reported changes in Ministry assistance functions since 1930 are in international educational relations, advisory technical services, financial aid, and publications and research.

a. In general, staff functions in the field of education extend across the range of educational programs; they have increased to such an extent that they represent aid which cuts across public and private sectors of the Nation and aid to foreign countries and international organizations as well.

b. In general, staff functions relating to Ministry fields of interest tend to be in inverse ratio to Ministry control powers.

57. About 60 percent of the represented Ministries of Education report that they are engaged in some form of research activity—intermittent, special problem, or widely ranged research.

58. Operating control of institutions and their staffs by Ministries of Education tends to be less comprehensive at the higher education level and in fields other than education.

a. Control reported at the higher education level is more apt to be over fiscal rather than directly over academic matters.

b. In lieu of fiscal control, a Government may state that its Ministry serves as the administrative channel for distributing National funds to institutions of higher learning or civic and cultural establishments and groups which are separately established and operate in whole or in part under public funds.

59. Libraries, National treasures, fine arts galleries and museums are among the most frequently identified civic and cultural interests of Ministries of Education; others include theatricals, recreation and sports, music, the cinema, and zoological gardens and parks.

60. Ministries may have functions pertinent to compilations in particular languages, development of language, and language preservation, as well as to copyright matters.

61. Some Ministries are concerned with awards, celebrations, contests, exhibitions, exhibits, and tours.

62. Among Ministry means for communicating with those directly concerned with education are conferences, meetings, seminars, and workshops; directive and nondirective issuances; inspection and supervision of institutions at lower levels; and the press, radio, and television.

a. In general, directive issuances take the form of bulletins, circulars, instructions, Ministry of Education gazettes, notices, notes, orders, and regulations.

b. In general, nondirective issuance take the form of announcements, informational bulletins and letters, newsletters and newspapers, professional journals of general and specialized types, research studies, and the like.

63. Channels for regular or occasional communication with the Minister or Ministry of Education include, in general, ad hoc and/or permanent advisory bodies; Ministry staff members at field posts; political entities and officials; organizations including lay, lay-professional, professional, and those in specialized trades; and individually initiated direct or indirect communication by those who speak in person for themselves or through public media such as the press.

A Closing Word

A National level Ministry of Education is an integral part of the body politic. The particular framework of governance within a specific setting influences the pattern of organization established for a Ministry of Education. It influences the relationship which the Ministry has with higher levels, other Ministries at coordinate level, and separately established entities of the National Government. It also determines the way the Ministry functions.

PART II

NATIONAL SECTIONS

142/143

Introduction

NATIONAL SECTIONS *in this part of the study are based on official replies and any supporting materials received from or cited by Governments in answering (1) the United States questionnaire on Ministries of Education and (2) invitations to review National sections as to factual accuracy prior to publication.*

Additions suggested by Governments upon review of the summaries focussed on three main types of material. Resulting action varied. Incorporated in National sections is additional information supplied by Governments either to fill in missing educational data or to reflect legislative and other changes effective in the field of education after initial reply to the questionnaire. Omitted is information supplied on matters outside terms of reference for the study—detail on curriculum content, non-National level systems of education, political rather than educational relations with other Nations, and the like.

The third group of suggestions proposed amplification of introductory sketches on Governmental frame of reference and general setting. These proposals centered on early history, general as distinct from educational relations among Governmental levels in various Federal States or Unions, and general practices operative as a result of tradition rather than law in various Parliamentary Governments. Depending on length, content either was incorporated in full or briefed to fit space available. Discussions were held with appropriate Embassy officials in Washington in those instances where condensation gave rise to need for review to assure retention of accuracy in the briefing process.

Intergovernmental organization experience with surveys based on official materials from many Governments has its counterpart in this multinational study. Variables involved in application of the principle of "equal treatment" result in National sections of differing lengths. Amount of data supplied or referenced by individual Governments is one determinant. Two others applicable to this study are differences in authority reserved at National level and amount in education and other fields which is vested in the Minister or Ministry of Education.

Pertinent, too, are other differences affecting number of administrative arrangements made by Ministries. They relate, for example, to contiguity of National territory, cultural heritage, economic development, languages used by the people, land mass and topography, and size and spread of population. To the extent space permits, extra detail is given on National law and regulatory issuances on education when those issuances are less readily available internationally and are issued only in languages other than English.

No concerted effort was made to add information on action occurring after a Government's comments were taken into account in a National section. Occasionally, pertinent points are drawn from official documentation such as that received under arrangements for intergovernmental exchanges. In these instances, added information appears in the summary as a *single footnote* to reflect addition after the summary was dated and the Government was informed that the National section was in final form for publication.

Date of a National section reflects currency of the summary. A date *with* an asterisk indicates that comments—other than any preliminary acknowledgment—were not received in response to the invitation to review the section. Except for occasional changes for consistency in format and style of the study as a whole, each National section with an asterisk affixed to the date was sent to press in the form in which it was transmitted for review.

A date *without* an asterisk indicates that the Government reviewed the summary and—except for points beyond the scope of the study—any substantive comments it supplied were taken into account in completing the summary. Dates of National sections correspond to those appearing in column 9 of table 1 on pages 20–22 and are explained in text preceding the table.

At the beginning of each National section, name of Nation appears in English. When appropriate, the name also appears either in another language or two in use in the Nation or in transliterated form. When transliterated, it is enclosed in parentheses in the summary heading.

Use of a symbol as a short form of a name is a common practice among Governments. An example is "UNESCO" in lieu of "United Nations Educational, Scientific and Cultural Organization." Symbols used in National sections are among those listed and identified in Appendix H.

Kingdom of Afghanistan

(Doulat i Pádsháhí ye Afghánistán)

**March 5, 1959*

THE KINGDOM OF AFGHANISTAN is a constitutional monarchy. Under the Constitution of October 31, 1931 with Addendum, the faith is Islam with the official religion being the Hanafi [oldest of the 4 Sunni schools founded in the 8th Century by Abū Hanīfah]. Languages established by the Government as official are Pashto (Pushtu) and Afghan Persian. Classical Arabic is used in religious training. Various other languages, such as those of the West, are taught to those planning to pursue higher studies beyond the borders of the country.

Under the Constitution, the Kingdom constitutes a single entity with each Province being under a Governor assisted by an advisory committee. "The principle of the administration of provinces," according to Article 102, "is based on . . . delegation of authority, allotment of duties, and fixation of responsibility . . . . Every civil servant is held responsible to his superior in all official matters." Article 103 provides that "Civil servants are posted to provinces from each ministry separately . . . ."

The Constitution vests judicial power in courts of justice functioning under religious (Shariat) law. When required, a Supreme Court (Diwan-i-Ali) may be summoned temporarily to try Government Ministers and then be dissolved. Legislative and executive power is vested in Parliament consisting of the King, the House of Nobles selected and appointed by the King, and the National Council (Shura-i-Milli) elected from the Provinces and districts. Administration of the country is carried on by Ministers who form the Cabinet under the Prime Minister as President.

Official Bodies Concerned With Education

Article 77 of the Constitution states that "The responsibility of ministers and the policy relating to them will be fixed by regulation," while Article 83 provides that "The number of ministries, the organization of departments, and the duties of each have been laid down in the fundamental regulations."

The Ministry of Education (Wazarate Muarif), established under the fundamental regulations as the Royal Afghan Ministry of Education, is vested with the responsibility in the field of education. The Press Department in the Prime Minister's Office assists the Ministry of Education in public instruction—particularly for adults—through mass communication mediums such as cinema and radio.

Some of the other Ministries and some Departments organize and operate special schools or courses to assist in raising levels of competency in their fields. In these cases, the Ministry of Education has authority to approve the teachers, determine teaching programs, and recognize certificates awarded to the students. Examples of such programs are an agronomy school under the Ministry of the Interior, a mechanics school and a course for topographers under the Ministry of Defense, schools for tribal leaders and for adults under the Tribal Affairs and the Press Departments respectively in the Prime Minister's Office, and a post, telegraph, and telephone school and a revenue training school.

The origins of the Royal Afghan Ministry of Education trace back to the reign of Amir Habibullah Khan (1901–1919) when the first office was established about a dozen years before independence of the Kingdom in November 1919.

Articles 7 and 73 of the Constitution specify that the King appoints the Prime Minister who selects the other Government Ministers, including the Minister of Education (Wazir Al-Muarif). These Ministers are appointed, transferred or dismissed by sanction of the King and without specified term of office. Under Article 75, "Moslems, being Afghan subjects, are alone eligible for appointment as ministers."

Ministers report to the Prime Minister. Article 78 provides that "Ministers dispose of matters within their powers, and submit those beyond their powers to the Prime Minister . . ." They are responsible to (rather than members of) Parliament. According to Article 76, "Ministers are responsible to the National Council as regards the policy of the Government in general, and the ministry under their charge in particular . . . ." Article 82 provides for a Council "committee of inquiry . . . to investigate the general conduct of ministers . . ."

Specific rights and responsibilities of Ministers appear among provisions in Articles 50–60. Ministers may attend sittings of the National Council and, with its President's permission, "explain and elucidate matters." They may initiate legislative proposals. When a secret meeting of the Council is called on the "instance" of a Minister, publication of deliberations "will be contingent upon the permission of such minister." Ministers "have the right to withdraw any measure," subject to withdrawal of a measure "introduced by a minister at the desire of the Council" being "contingent upon the consent of the Council."

The Council is obligated to give its observations when it rejects a bill introduced by a Minister and to have the bill read again "when the minister may accept or refute the observations." A Minister "is obliged to reply" if the Council asks for information from him. Under Article 80, "A minister under suspicion will be suspended from public duties until the result of his trial is published and he is acquitted."

Organization

Reporting directly to the Minister of Education are his Private Secretariat, the Rector of the University of Kabul, the Board of Educational Advisers (High Council), the Council of Ministry, and 2 Deputy Ministers. The latter, who supervise the Directorates and Departments in the Ministry, also report through the Council of Ministry.

Under the Deputy Minister (Moin) for Administration, there are Departments for Accounts, Building Construction, Printing Press, Records, School Health, and Supplies. Under the Deputy Minister for Education, there are Directorates for Inspection and for the various levels of education—primary, secondary, and vocational—with each being headed by a Director-General. Also reporting to the Deputy Minister for Education are Departments for Compilations and Publications (in Pashto and Persian), Foreign Cultural Relations, Fundamental Education, Libraries, Museums, Pashto, Personnel, Physical Education and Sports, and Statistics.

Authority, Responsibility, and Functions

Stemming from Constitutional provisions and *Fundamental Regulations*, the Ministry of Education has jurisdiction over educational institutions below the higher educational level, with the exception of institutions for military training. The Constitution states in Article 20 through 22:

> 20. Primary education for the children of Afghan subjects [persons residing in the Kingdom] is compulsory.
>
> 21. In Afghanistan, instruction in the knowledge of Islam is unrestricted. Every Afghan subject is permitted to impart Islamic religious instruction. Foreigners, however, with the exception of those engaged to teach arts, industries, and foreign languages, are not permitted to open and conduct schools in the Kingdom of Afghanistan.
>
> 22. The public schools of Afghanistan are under the supervision of the Government, so that the education and culture imparted by these institutions may, without infringing the articles of the Islamic faith, provide the benefits which accrue from the study of literature, art, and science. But there will be no interference with principles of education which are concerned with the faith and religion of the "Ahl-i-Zimma" [Ahl-i-Kitab ("people of the Book," *viz.* Jews and Christians) who are under the protection of a Moslem ruler].

Under the *Fundamental Regulations*, the Minitsry of Education has comprehensive authority to guide "the diffusion of knowledge and education in the country" with the exception of that in training institutions for the military services and that in the University of Kabul. Laws, rules, and regulations applicable to education or educational institutions require the acquiescence of the Ministry. The Board of Educational Advisers works with the Minister on policy matters in education. School budgets are prepared by heads of schools and forwarded through appropriate Directorates to the Minister of Education. After National Council action on budgetary proposals made by the Government and after funds are appropriated, the Ministry allots the funds for education, including those for school construction.

The Ministry is responsible for providing primary education and enforcing attendance. It is required to launch adult education courses and to establish, organize, and control secondary and vocational education. It has authority over courses of study and curriculums, academic and health examinations, school personnel, and school construction. It checks compliance with policy, program, and procedure through its system of inspection whereby Provincial inspectors serve under the immediate supervision of the Ministry's appropriate Provincial Director of Education.

In inspecting technical and administrative matters relating to education, Provincial inspectors follow a book of rules and standard forms published by the Ministry and prepare reports which are summarized and presented by the Provincial Director of Education to Central inspectors on their visits to particular

Provinces. The Directorate of Inspection in the Ministry is responsible for coordinating its activities with the Directorates for the various levels of education.

The Ministry of Education also has authority to grant certificates, diplomas, degrees, and professional allowances to students and staff in educational institutions throughout the country. Its salary schedule for school personnel is higher for teachers than for other Government servants in comparable service levels. The Ministry prepares textbooks and has responsibility for requiring the use of these official publications. Printed matter imported into the Kingdom for instruction purposes requires Ministry scrutiny and approval prior to use.

Permission of the Ministry is required before private schools may be opened. The Ministry inspects such schools for conformance to its rules, regulations, teaching programs, and curriculums.

The Minister of Education has control over higher education. The Minister is the ranking official over the Rector of the University of Kabul, the University Faculties (Agriculture, Engineering, Law and Political Sciences, Letters, and Medicine), and the University's Institute of Education. The University is administratively and financially separate from the jurisdiction of the Directorates and the Departments of the Ministry.

The Ministry operates a Central Library, various school and college libraries, and the Museum of Kabul (including its museum in Mazar-i-Sharif). The Department of Museums in the Ministry works in cooperation with the Directorate of History of the Press Department in the Prime Minister's Office.

In the field of research, the Ministry has a Board of Educational Research in Kabul which is concerned with domestic and foreign educational developments and trends from the point of view of possible improvements and reforms in programs, teaching methods, textbooks, and the like in the educational system of the country. The University of Kabul's Institute of Education is concerned primarily with educational problems and techniques.

Through its Department for Foreign Cultural Relations, the Ministry has responsibility for employing foreign teachers, professors, and specialists for educational institutions in the Nation and for sending Afghan students abroad either under Government sponsorship or intergovernmental or other international auspices. The Ministry is authorized to send Cultural Missions abroad and to receive similar delegations from other countries. It arranges for the holding of exhibitions of arts and crafts and participates in such exhibitions in foreign countries. Since establishment of a UNESCO Interim Committee which met initially on July 1, 1948, under chairmanship of the Minister of Education, the Ministry has handled relationships with UNESCO.

Administration

In the Center (Kabul), the appropriate Directorate or Department in the Ministry sends rules, regulations, directives, and other communications directly to the schools, institutions, or teachers concerned. For parties concerned in the Provinces, the Minister transmits communications through Provincial Directorates of Education for forwarding as appropriate.

In the Center, professional and community groups and private citizens may make suggestions directly to the Ministry. In the Provinces, annual meetings of parents and guardians, local leaders, and others interested in education are held in the schools for the purpose of discussing educational problems. Suggestions and recommendations eminating from such meetings are forwarded by school authorities to the Center for appropriate action.

Argentine Republic

República Argentina

May 4, 1959

A DE FACTO GOVERNMENT began functioning in the Argentine Nation in the Fall of 1955. By decree-law on May 1, 1956, the Provisional Government repealed the 1949 Constitution and reinstated the Constitution of 1853 as amended. Elections were held in February 1958 and the Constitutional Government took office on May 1, 1958.

Under the Constitution, "The Argentine Nation adopts for its government the Federal, republican, representative form . . ." with the Provinces having their own Constitutions consistent with the National Constitution and retaining "all powers not delegated by the Constitution to the Federal Government and those expressly reserved by special covenants at the time of their incorporation." Provincial Governors "are the natural agents of the Federal Government for the enforcement of the Constitution and the laws of the Nation."

"The Federal Government supports the Roman Catholic Apostolic Faith." Legislative power of the Nation is vested in Congress (popularly elected Chamber of Deputies of the Nation and Chamber of Senators of the Provinces and of the Capital); judicial power in a Supreme Court of Justice and in lower courts established by Congress; and executive power in the President (elected under a Board of Electors system).

Under Article 86 of the Constitution, the President: (1) "is the supreme head of the Nation and has in his charge the general administration of the country"; (2) "issues the instructions and regulations that may be necessary for the execution of the laws of the Nation . . ."; and (3) "by himself appoints and removes his Cabinet Ministers, the officials of their Departments . . . and other employees of the administration whose appointment is not regulated otherwise" by the Constitution.

Official Bodies Concerned With Education

The Department of State concerned with education in the Argentine National order is the Ministry of Education and Justice (Ministerio de Educación y Justicia). It functions under the Cabinet member serving as Minister-Secretary of State in the Department of Education and Justice (Ministro Secretario de Estado en el Departamento de Educación y Justicia) known as the Minister of Education and Justice.

Other parts of the Government of the Nation have specialized responsibilities in the field of education. For example, the Ministry of Public Works has a Directorate of Apprenticeship while the Ministry of Education and Justice, through its Directorate General of Technical Education and its National Commission of Training and Technical Orientation, exercises general jurisdiction over technical education. The Armed Forces have certain schools.

For the Territory of Tierra del Fuego, the Antarctica, and the Islands of the South Atlantic, there is a school attached to the Armed Forces which offers classes for military draftees who wish primary instruction and there are several community primary schools. These schools come under the jurisdiction of the National Council of Education. This Council, reinstated by *Decree Law 7977* of April 30, 1956, also is concerned with reforms and special programs and activities related to education.

Initially, the National Ministry in the field of education was established, under Article 87 of the 1853 Constitution, as the Ministry of Justice, Cult, and Public Instruction. In 1898, Article 87 was amended to provide that:

> Eight Ministers, Secretaries of State, shall have in their charge the handling of the business of the Nation and shall legalize the acts of the President with their signatures, which requirement is necessary if they are to be valid. A special law shall delimit the business of the respective offices of the Ministers.

The special law—enacted on October 11, 1898—assigned education functions to the Ministry of Justice and Public Instruction.

On February 14, 1948, the Department of National Education was created and acquired the title of Ministry of Education during the period when the 1949 Constitution was operative. On June 8, 1956 when National Ministries were reorganized, education and justice functions were merged under the Ministry of Education and Justice. The annual National Budget laws specify the names of Ministries in connection with the appropriation of funds for their operations.

The Minister of Education and Justice, like other Cabinet Ministers, normally serves at the pleasure of the President of the Nation who appoints him and is his immediate superior officer. Constitutional Articles 45, 51, and 52 provide for impeachment of Ministers by the Chamber of Deputies before the Senate and removal from office "by reason of malfeasance or crime committed in exercise of their offices, or for common crimes . . ." There are no special legal requirements for eligibility to serve as a Minister—Constitutional Article 16 provides that "All" the inhabitants of the Argentine Nation are "admissible for employment without any other requisite than fitness . . . ."

Additional Articles such as 63, 86 (20), and 88–92 affect Ministers: (1) Either Chamber of Congress may summon Ministers to receive explanations or reports considered necessary. (2) The President "may ask for whatever information he may consider proper from the chiefs of all branches and departments of the administration, and through them, from other employees, and they are required to give such information." (3) "Each Minister is responsible for the acts he legalizes; and is jointly responsible for those in which he concurs with his colleagues." (4) "Ministers may not, in any case, make decisions on their own account, except with regard to matters concerning the economic and administrative conduct of their respective departments." (5) Once Congress opens, "Ministers of the Cabinet shall submit a detailed report on the state of the Nation in connection with the business of their respective departments." (6) "They may not be Senators or Deputies unless they resign their office as Ministers." (7) Ministers may attend Congressional sessions and take part in debates, "but may not vote."

Organization

Under the Minister of Education and Justice, there are a General Expediting Chief (Jefe del Despacho General) supervising the expedition of matters for the Minister, a Secretary General, and an Under-Secretary of Education. Under the General Secretariat come the:

- Department of Motor Transport
- Department of Summary Procedures
- Institute of Cinematography
- Institute of Medical-Surgical Research

Institute of Scientific and Technical Research
National Academies
National Youth Council, and the
San Martín Institute.

Reporting to the Under-Secretary of Education are Directorates General for:

Administration
Culture (under which come the Cultural Department, the UNESCO Technical Department, and Divisions for: Cinematographic Production, Library and Cultural Information, Motion Pictures and the Theater, Music and the Dance, Plastic Arts, Press, Relations with the Provinces, and various Commissions and cultural institutions)
Juridical Matters
Personnel
Physical Education
School Health
Secondary, Normal, Special, and Higher Education; and
Technical (vocational) Education; and

Directorates for:

Architecture
Artistic Education
Library and Educational Information, and
Social Work.

Authority, Responsibility, and Functions

Article 67 of the Constitution vests Congress with responsibility "To provide whatever is conducive to the prosperity of the country, to the progress and welfare of all the Provinces, and for the advancement of learning, enacting programs of general and university instruction" and promoting specified activities. Consistent with such legislation and Executive Power decisions, schools come under the jurisdiction of various bodies: National Council of Education, Provincial and municipal authorities, the National universities, and the Ministry of Education and Justice.

The intermediate educational programs and institutions under the direct jurisdiction of the Ministry of Education and Justice include:

Secondary education—National secondary schools (colegios) and lyceums, National normal and Regional normal schools, and National schools of commerce

Teacher education (enseñanza superior)—National Institutes for Secondary School Teachers and for Teachers of Modern Languages; training of staffs for teaching artistic education, the deaf, home economics, kindergarten, and physical education; and courses for the teaching staff of National normal schools

Technical education—Industrial and mixed regional industrial schools of the Nation and National technical schools for women, monotechnical and cultural extension missions and rural cultural and domestic missions, and night improvement courses

Special education—National Conservatory of Music, National School for Librarians, and National Schools of: Ceramics, Dance, Dramatic Arts, and Visual Arts; and

National Commission of Apprenticeship and Technical Orientation—Factory schools and technical cycle institutes of the Nation, technical training schools for women, and training schools for the Nation's workers.

In general, the Ministry is responsible for assisting the President of the Nation in promoting education and culture through such means as instruction at the primary, secondary, technical, and higher education levels; medical services, planning and construction, and tourism related to schools; coordination of scientific and technical activities carried on in the country; professional educational and student organizations, science and art academies, and scientific and technical institutions; relationships with private educational and cultural institutions; and protection of the Nation's cultural heritage (including registration, custody, and conservation of National artistic and historic resources) and promotion of fine arts, popular culture, and sciences.

Specifically, decision as to number, location, and kinds of schools and cultural institutions rests with the President and Ministers of the Executive Branch; namely, the Executive Power. Decision as to supporting National public funds to be made available and their allocation rests with Congress in National Budget legislation—with Provincial and municipal levels exercising influence over non-National funds. Developed by the Ministry and established by decree are programs of study, plans as to how and when subjects shall be taught, regulations affecting teachers and school administrators, standards for licensing school personnel, and admission and promotion examining procedures.

The *Statute on Instructional Staffs* (1956 *Decree Law No. 16,767*) and implementing regulations (*Decree No. 17,003* of December 27, 1957) determine rights and obligations and prescribe standards and conditions of work for teaching staffs of establishments under the Ministry of Education and Justice. Determination of pupil promotions, granting of diplomas and conferring of degrees are functions of the Executive Power within the framework of law. Salaries are fixed by Congressional law, including that on the National Budget.

The Ministry has authority to develop proposals related to compulsory school attendance for consideration by the Government and the Congress. It has responsibility for providing health examinations and general physical care of school children. Its school health authorities make and enforce regulations regarding school sanitation. Textbooks are submitted to the Ministry for approval. At the secondary level, the Ministry neither buys nor distributes textbooks.

The Ministry controls private schools through its system of inspection and through its responsibility for approving appointments of private school personnel. For intermediate educational institutions, it recommends and the Executive Power approves regulations. At the autonomous university level, there is an Inter-University Council concerned with higher education.

In addition to the National Commission of Museums, Monuments, and Historical Places and the Commission for the Protection of Public Libraries, various cultural institutions and bodies such as the Cervantes National Theater, the National Library, various museums, the Orchestra of Popular Music, the Institute of Musicology, and the National Institute of Theatrical Art, come under the Directorate General of Culture in the Ministry.

In the field of research, the National Council of Scientific and Technical Research in the Ministry records research work carried on by the National universities and under private auspices. The National Institute of Research in Natural Sciences under Ministry jurisdiction is concerned with research projects in the areas within its competence.

The Ministry collaborates with the Ministry of Foreign Relations in international educational and cultural relations in the formulation of cultural agreements with other countries and in their later implementation within the Nation. Through its UNESCO Technical Department in the Directorate General of Culture, it maintains relations with UNESCO and other international organizations in its fields of interest. Relations with Governmental and private organizations in other countries are maintained through the Ministry's Directorate of Library and Educational Information.

Administration

Through such publications as the Ministry's *Communications Bulletin (Boletín de Comunicaciones)* and the *Bulletin of the National Council of Education (Boletín del Consejo Nacional de*

Educación), the Ministry presents to personnel in education and the general public information on laws, decrees, and other directives. In addition circulars and special communications are sent to school administrators. General information mediums such as the press and radio also are used.

In addition to recommendations from advisory bodies, Provincial and municipal authorities, professional groups, and citizens in general send suggestions and recommendations on educational matters to the Ministry for consideration by the appropriate offices.

Commonwealth of Australia

March 3, 1959 [1]

THE COMMONWEALTH OF AUSTRALIA is a federation within the Commonwealth of Nations. It consists of five mainland States and the island State of Tasmania, the internal territories (Australian Capital Territory and Northern Territory) and several external territories. The Commonwealth of Australia also administers the United Nations Trust Territories of Nauru and New Guinea. The external territory of Papua and the Trust Territory of New Guinea are governed as one administrative unit.

Under the *Constitution of Australia*, which came into operation on January 1, 1901, legislative power of the Commonwealth is vested in the Federal Parliament (the Queen, Upper House, Lower House), judicial power in the Federal courts and such other courts as Parliament invests with Federal jurisdiction, and executive power in the Queen. Executive power is exercisable by the Governor-General as the Queen's representative.

There is a Federal Executive Council to advise the Governor-General with members being chosen by the Governor-General on recommendation of the Prime Minister. Also on recommendation of the Prime Minister, he appoints Ministers of State to administer such Departments of State as the Governor-General in Council establishes. Ministers of State hold office during the pleasure of the Governor-General, and must be members of the Executive Council. No Minister may hold office for a longer period than three months unless he is or becomes a member of the Upper or Lower House of the Federal Parliament.

---

[1] The *Education Act 1945* was amended by the *Education Act 1945–59* (*Act No. 29* of 1959) which received the Royal Assent and became effective on May 7, 1959. Under the amendments, the "Universities Commission" established under the *Education Act 1945* became the "Commonwealth Scholarships Board" and "In relation to university education, the Commonwealth Office of Education shall advise the Minister with respect to such matters only as the Minister directs."

On May 7, 1959, the *Australian Universities Commission Act 1959* (*Act No. 30* of 1959) also received the Royal Assent and became effective. This Act provides for establishment of the Australian Universities Commission consisting of a Chairman and two to four other members appointed by the Governor-General. According to Section 13 of this Act, the Commission has responsibility "to furnish information and advice to the Minister on matters in connexion with the grant by the Commonwealth of financial assistance to universities established by the Commonwealth and of financial assistance to the States in relation to universities . . ." Commission functions "do not include the furnishing of advice on matters on which the Commonwealth Office of Education is empowered to advise the Minister administering the *Education Act* 1945-1959."

In practice, Executive Government is based on the Cabinet system: The executive Head (Her Majesty the Queen and her representative, the Governor-General) acts in accordance with the advice of her Ministers; she chooses her Ministers of State from Members of Parliament belonging to the party or coalition of parties commanding a majority in the Lower (popular) House; the Ministry so chosen is collectively responsible to that House for the government of the country; and the Ministry is expected to resign if it ceases to command a majority there. Cabinet decisions requiring executive action are given legal form at meetings of the Federal Executive Council, which are formal and official in character and carry out the function of Executive Government. Cabinet decisions requiring legislative action are submitted to both Houses of Parliament and the Governor-General.

Sections 106 and 107 of the Constitution preserve, subject to that Constitution, the powers of the Parliaments and the Constitution of the six Australian Colonies which became the constituent States of the Commonwealth in 1901. In each State there is a State Governor, who is the representative of the Queen. The Parliament of each State is bicameral, except for Queensland which has had a unicameral Parliament since 1922.

As in the case of the Commonwealth, the executive government of each State is based on the Cabinet system. The executive power is exercised in practice by the body of Ministers of State chosen by the Governor from the members of the State Parliament belonging to the party or coalition of parties commanding a majority in the popular House.

Powers of the Federal Parliament are limited to those enumerated in the Commonwealth Constitution. Enumerated powers do not include a general power in education; this field is one primarily for State action. The Federal Parliament possesses powers of a "restricted" nature concerning education. Under Section 51 (xxiiiA.) of the Constitution, it has power to make laws with respect to the "provision of . . . benefits to students . . ." Under Section 96 it "may grant financial assistance to any State on such terms and conditions as the Parliament thinks fit." Under this latter power, grants of financial assistance are made to the States for educational purposes.

Official Bodies Concerned With Education

Each State has an education department under the control of a Minister of State. These education departments originally were established in each of the Colonies before federation. By Act of the British Parliament of July 9, 1900 (which included the Australian Constitution) the Colonies federated as States when the Commonwealth was inaugurated on January 1 of the following year.

New South Wales has a Department of Education (established in 1880) and a Department of Technical Education (established in 1949 to control technical colleges), each with a permanent Director responsible to the Minister of Education. Victoria (1872), Queensland (1875), South Australia (1875), Tasmania (1893), and Western Australia (1893) each established an Education Department with the head being a Minister for Education. In addition to the parliamentary head, each State education department has a permanent (civil service) administrative head known as the Director or the Director-General.

Government preparation for transition from World War II to peace-time operations included a survey of needs and responsibilities at the Commonwealth level in the field of education. It resulted in the *Education Act 1945* (*Act No. 55* of 1945) which became effective on November 8 of that year and was explicitly extended to the Territories. This law established two Federal level instrumentalities—the Commonwealth Office of Education and the Universities Commission.

The Commonwealth Office of Education initially was a part of the Department of Post-War Reconstruction. In a 1950 Government reorganization, the Office was attached to the Prime Minister's Department. Under the law, the Director, "under the Minister" has "the chief control of the Commonwealth Office of Education." He is appointed by the Governor-General and holds office "during good behaviour for a period not exceeding five years, but shall be eligible for reappointment." He is "deemed to have vacated his office" if he engages in other employment; becomes bankrupt, of "unsound mind," or "permanently incapable of performing his duties;" has his written resignation accepted by the Governor-General; or absents himself for 21 consecutive days "except on leave granted by the Governor-General." No qualifications for appointment as Director are specified in the Act.

The Universities Commission—concerned with university and similar level training and related financial matters—started in 1943 under the *National Security (Universities Commission) Regulations* to provide financial assistance during World War II to students reserved for training at universities and to help reestablish ex-servicemen in civilian occupations.

The Universities Commission is subject to "any direction of the Minister" and functions under the chairmanship of the Director of the Commonwealth Office of Education. The three additional members (Commissioners) are appointed by the Governor-General for not more than 3 years, with eligibility for reappointment. "The Governor-General may terminate the appointment of a Commissioner (other than the Chairman) for inability, inefficiency, or misbehaviour."

In addition to these two Commonwealth instrumentalities under the Prime Minister's Department, other Departments and their Ministers have responsibilities involving education. The Minister for External Affairs in his responsibility for relations with intergovernmental bodies (such as UNESCO) and with other Governments, is concerned with Australian policy in the field of education for use at intergovernmental conferences and with Australian participation in multilateral and bilateral technical assistance and cooperation programs including those with projects in education. The Department of Immigration is responsible for the general coordination of the program for adult migrants which includes education in English for non-English speaking migrants. The Department of Territories is concerned with education in Australian external territories and in the Northern Territory.

Organization

The Commonwealth Office of Education has its headquarters in Sydney, New South Wales. It has branch offices in the other State capitals except Hobart in Tasmania. The units of the Commonwealth Office of Education relate mainly to international relations, liaison, migrant education, publication and information services, research, student training, and grants for educational purposes. The four-member Universities Commission is a "body corporate with perpetual succession . . . capable of suing and being sued."

Authority, Responsibility, and Functions

About three-fourths of the Australian children are educated at primary and secondary level in schools centrally controlled and administered under State laws by the education departments using funds voted annually by State governments for school operations. Though the Commonwealth Government is responsible for education in the internal territories, agreements have been made whereby the Government of New South Wales administers and operates schools in the Australian Capital Territory and, except for education of full-blooded aboriginal children, the Government of South Australia does so in the Northern Territory. State departments of education also operate agricultural, teacher training, and technical colleges.

Educational expenditure by the States is financed from (1) funds reimbursed to the States by the Commonwealth from revenue raised by taxation under the Uniform Taxation Scheme, and (2) loan money, the amount of which is agreed upon at meetings of a Loan Council consisting of the Australian Prime Minister and the State Premiers. From the total revenue available to it, each State government decides the amount to be allocated for education at the various levels.

Next in size to the State school systems is the Roman Catholic school system maintained without grant or subsidy from Government sources except in the Australian Capital Territory where the Commonwealth Government offers "certain limited aid to all denominational schools" for secondary classroom building programs. Various other denominations have schools administered by school councils and some nondenominational schools come under school board control. Some nongovernmental schools (such as nursery schools and kindergartens) are State subsidized. Private schools are bound by various State Education Acts and education department regulations. Some education departments reserve the right to inspect schools for conformance to standards of teaching and conditions under which pupils study.

Australian universities are autonomous; often representatives of appropriate State education departments serve on their senates or councils. The Commonwealth Government "wholly supports" the Australian National University (established in 1946) and the Canberra University College (established in 1930) and contributes "substantially" to other universities by grants to States for university purposes.

The Commonwealth Office of Education is primarily an advisory-consultative body without control powers in education. Its functions under *Act No. 55* of 1945 are:

(a) to advise the Minister on matters relating to education;
(b) to establish and maintain a liaison, on matters relating to education, with other countries and the States;
(c) to arrange consultation between Commonwealth authorities concerned with matters relating to education;
(d) to undertake research relating to education;
(e) to provide statistics and information relating to education required by any Commonwealth authority; and
(f) to advise the Minister concerning the grant of financial assistance to the States and to other authorities for educational purposes,

and shall include such other functions in relation to education as are assigned to it by the [Prime] Minister.

The law also requires the Director to furnish the Minister with an annual report "containing a summary of the work of the Commonwealth Office of Education during the preceding year."

Act No. 55 of 1945 states that the functions of the Universities Commission shall be:

(a) to arrange, as prescribed, for the training in Universities or similar institutions, for the purpose of facilitating their re-establishment of persons who are discharged members of the Forces within the meaning of the *Re-establishment and Employment Act* 1945;
(b) in prescribed cases or classes of cases, to assist other perons to obtain training in Universities or similar institutions;
(c) to provide, as prescribed, financial assistance to students at Universities and approved institutions; and
(d) to advise the Minister with respect to such matters relating to University training and associated matters as are referred by the Minister to the Commission for advice.

INTERNATIONAL RELATIONS.—The Commonwealth Office of Education provides advisory assistance to the Department of External Affairs on Government membership in international organizations, composition of Australian delegations and other representation, positions on international conventions and on agenda items at intergovernmental conferences, multilateral and bilateral technical assistance and cooperation programs, recruitment of staff for foreign assignments, and similar activities relating to education. Under April 25, 1947 Cabinet approval, the Office established National bodies (later known as UNESCO Committees) in UNESCO program fields to advise the Government, assist in execution of UNESCO projects in the Commonwealth of Australia, disseminate information on UNESCO, and the like. These

BEST COPY AVAILABLE

committees are represented on a coordinating committee—known as the Australian National Advisory Committee for UNESCO—under the chairmanship of the Director of the Commonwealth Office of Education.

The Office supplies educational materials for Asian countries under the Colombo Plan for Co-operative Economic Development in South and South-East Asia and to other countries and foreign organizations on request. It acts as agent for the Department of External Affairs by (1) planning with State education departments and tertiary institutions for United Nations, UNESCO, Colombo Plan, and foreign Government fellowship and scholarship holders to study in the Commonwealth of Australia, (2) offering 3-month preliminary orientation courses for Colombo Plan students, and (3) disseminating information on opportunities for study abroad under Governmental or intergovernmental or other foreign sponsorship. It assists on educational matters pertaining to other international bodies such as ILO and the SPC.

Photo by Australian News and Information Bureau; courtesy, Government of the Commonwealth of Australia

Non-British adult migrants to the Commonwealth of Australia hear radio instruction in English from scripts prepared by the Commonwealth Office of Education.

Liaison.—In addition to liaison on international matters, the Commonwealth Office of Education maintains liaison with State education departments in order to carry out its stated functions.

Migrant education.—The Office works with the Department of Immigration, the State education departments, and the Australian Broadcasting Commission on instruction in English for non-British adult migrants (including preparation of scripts for weekly radio instruction at Commonwealth expense and publications for teachers conducting evening and correspondence classes).

Publication and information services.—The Office collects, classifies and disseminates information in connection with its own projects, those of other Commonwealth instrumentalities, and in response to requests from the States and other bodies. Some of this information is made available through bulletins dealing with "important aspects" of education in the Nation or through the Office's bi-monthly journal (*Education News*). Interlibrary loans and the circulation of specialist overseas literature to other educational authorities also are arranged.

Research.—Commonwealth Office of Education research responds to requests from Commonwealth instrumentalities, State education departments, and educational institutions at home and abroad. Included in this work is the preparation of the annual report on educational developments for IBE and comparative education research. The Office also provides some grants for relevant research by or under University Departments of Education or Psychology.

Grants for universities.—After reconstruction needs declined, assistance to tertiary institutions continued under the *States Grants (Universities) Act* in 1951 and successive acts from 1953 on, with financial grants being channeled through the Commonwealth Office of Education. In December 1956, the Prime Minister appointed a Committee on Australian Universities to study financial needs of such institutions. It presented its report on September 19, 1957. Included among its recommendations were proposals for (1) a permanent Australian University Grants Committee functioning initially as an informal body without legislated status and with its own secretariat in the Prime Minister's Department, and (2) capital grants over a 3-year period for buildings and equipment. The report was sent to Parliament in November 1957 and Commonwealth and State Governments agreed in principle to its recommendations for additional grants to tertiary institutions.

STUDENT TRAINING SCHEMES.—The Commonwealth Government annually awards 3,000 scholarships which pay the fees of students undertaking "approved courses" at universities or "other approved institutions." Selection for awards is made on the basis of merit—usually on results obtained at the examination qualifying for matriculation. A means test is used if a scholarship holder applies for a living allowance.

Policy concerning "all" Commonwealth scholarships is determined by the Universities Commission for which the Commonwealth Office of Education provides a secretariat. Detailed administration is carried out by the State education departments. In 1959, the Commonwealth began making available 100 scholarships a year to Australian students for postgraduate study in the Nation.

In 1958–59, there were about 900 Asian students in the Commonwealth of Australia studying under the Colombo Plan. The Commonwealth Office of Education arranges for Colombo Plan courses at universities and teachers colleges and with education departments, and helps Colombo Plan students with problems of accommodation, travel and living in the Nation.

Administration

Acting on its own initiative and in response to requests, the Commonwealth Office of Education serves as a clearing house for Commonwealth instrumentalities, State education departments, nongovernmental domestic and foreign groups, and for individuals interested in education. The State education departments issue regulations and monthly gazettes with instructions and recommendations to their schools, while their inspectors provide the direct personal link between them and the schools. The branch offices of the Commonwealth Office of Education provide a direct contact with State education departments and State tertiary institutions. Most recommendations from professional groups and parent-teacher associations are made to the State departments of education rather than to the Commonwealth Office of Education.

Republic of Austria

Republik Österreich

January 27, 1959

THE AUSTRIAN NATION is a Federal Republic of 9 States (Länder) with German as the official language. Under the Constitution of 1920 as amended, judicial power rests with the courts. Legislative power at the Federal level rests with the National Council (Nationalrat) elected by the people and the Federal Council (Bundesrat) elected by the State Diets (Landtage). These bodies convene as the Federal Assembly (Bundesversammlung) for specified purposes such as administering the oath of office of the Federal President.

Under Article 41, draft laws are submitted to the National Council on motion of its members or as bills of the Federal Government. The Federal Council may submit its bills to the National Council through the Federal Government. Legislative power not reserved to the Federal level rests with the States.

The elected Federal President is responsible to the Federal Assembly and has specified Constitutional powers of an executive nature including responsibility for appointing the Federal Chancellor. The Chancellor, the Vice-Chancellor, and the other Federal Ministers collectively form the Government under the Chancellor as Chairman. Insofar as they are not conferred on the Federal President, the highest administrative functions are vested in the Government with official acts of the Federal President being performed on the proposal of the Federal Government or of the Federal Minister empowered by it.

Official Bodies Concerned With Education

Under one of the Federal Ministers of Government, the Federal Ministry for Education (Bundesministerium für Unterricht) has responsibility for education throughout the country with the exception of (1) agricultural and forestry schools which are under the Federal Ministry for Agriculture and Forestry and (2) certain schools dealing with social welfare training and "nonprofessional medical training" (for "nurses, dental technicians," and the like) which are under the jurisdiction of the Ministry of Social Welfare.

The first agency for education throughout the country was the Imperial Royal Ministry for Matters Concerning Public Worship and Education established in 1848. With the dissolution of the Austro-Hungarian Empire, this Ministry was succeeded in 1918 by the State Office for Education which, in turn, was succeeded by the Federal Ministry for Education in 1920. It functioned until the 1938 annexation (Anschluss) by the Third German State.

Laws and decrees issued after March 5, 1933 were abrogated when the 1920 Constitution as amended in 1925 and 1929, was declared in force on May 1, 1945. From April 27 to December 19, 1945, matters pertaining to education were placed under the State Office for Public Enlightenment, for Instruction and Education and for Matters Concerning Public Worship. The following year the Federal Ministry for Education was reestablished under Constitutional Articles 10. (1) 16 and 102 a (1) vesting authority in the Federal State (Bund) for the "Establishment of Federal authorities and other Federal agencies . . ." and for "Supreme direction and supervision of the administration in matters of education and instruction . . ."

According to Article 70 (1), the Federal Minister for Education (Bundesminister für Unterricht)—like the Vice-Chancellor and the other Federal Ministers—is appointed by the Federal President on the recommendation of the Federal Chancellor. His term of office is indefinite and may contiune as long as the Government retains the confidence of the National Council or be terminated earlier, under Article 74, by the Federal President on recommendation of the Federal Chancellor or when the Minister individually loses the confidence of the National Council.

According to Article 70 (2), only those who are eligible to the National Council may be appointed as Federal Ministers. Members of the Federal Government "shall not necessarily be members" of the National Council. Under Article 26 (4) as changed by the *Federal Election Law of 1949*, a qualified voter who is more than 26 years of age before January 1 of the year when the election is held, is eligible for election. Federal Ministers "may be restricted by Federal law from engaging in Private business" and they "may not be members of the Supreme Court" according to Articles 19 (1) and 92 (2).

Under Article 52 the National Council and the Federal Council are entitled "to examine the conduct of public business by the Federal Government, to interrogate the members . . . on all matters relating to the execution of the laws, and to demand all pertinent information as well as to express by declaration their wishes in respect to the exercise of the executive power." Article 75 authorizes members of the Federal Government to participate in deliberations of the two Councils and of the National Assembly. Their presence may be demanded; at their request "they shall always be heard." Article 142 authorizes the bringing of impeachment proceedings against members of the Federal Government by resolution of the National Council.

Organization

In addition to the Minister, the Federal Ministry for Education includes the following:

Bureau of the Federal Minister—budget, organization of the Ministry, and general matters affecting the Bureau

Sections:

- I. universities and scientific institutions
- II. matters relating to art, including institutions of higher learning in this field
- III. legal matters affecting "obligatory" (elementary) and secondary schools
- IV. adult education
- V. pedagogical matters relating to obligatory and secondary schools

General Headquarters for Matters Relating to the Vocational Schools
Church Affairs Office (Kultusamt), and
Administrative Office of the Federal Theaters.

Authority, Responsibility, and Functions

Article 102 a of the Constitution placing the basic authority for control over education in the Federal State, provides that School Boards of the States and the city of Vienna "and the school authorities subordinated to these authorities are subordinated to the competent Federal Minister." The chairmen of the State, Vienna, and District School Boards and their deputies "shall obey the instructions . . . of the superior school authorities. Such instructions may be issued only in so far as they do not interfere with the decision on a matter which by law is reserved to the collegiate decision of the subordinate school authority, unless the instruction concerns the exercise of the powers conferred by law to the chairman vis-a-vis the decisions of the board."

According to Article 77 (2), the number, competence, and organization of Federal Ministries "Shall be determined by Fed-

BEST COPY AVAILABLE

eral law" and a Federal Minister "shall conduct the business of the Federal Ministries." Specific authority of the Federal Ministry for Education for control over the Austrian educational system is itemized in the *Federal Law Governing the Scope of the Activities of the Federal Ministries.* The Ministry exercises direct

© by Bilderdienst, Pressestelle der Stadt Wien; courtesy, Austrian Embassy, Washington

Through school authorities of the States, the Federal Ministry for Education in the Republic of Austria exercises control over public kindergartens like this one in the City of Vienna.

control over public and private secondary and vocational schools and teacher training institutions and over institutions of higher learning (the latter are public).

Through the school authorities of the States, it exercises indirect control over public nursery schools and over primary schools (the latter are public). Through the school authorities of the States, it exercises "indirect and relatively minor control" over private nursery schools and over such private schools as conservatories of music offering work for diplomas which do not qualify recipients to teach in public institutions. It does not exercise control over schools under the jurisdiction of the Ministry of Agriculture and Forestry and of the Ministry of Social Welfare.

According to type of authority exercised by the Ministry over particular kinds of schools and cultural institutions, responsibility for decision is exercised directly by the Ministry or indirectly through the States on: Number, location, and kinds of public schools and Federal (not State and private) cultural institutions; utilization (within the framework of the budget approved by the Legislature) of public funds for schools and cultural institutions under its direct control with authority to assist in the financing of primary schools under State jurisdiction; courses of study and curriculums; examinations; selection, appointment, promotion, and assignment of teachers and other school employees in keeping—in the case of primary teachers and administrators respectively—with salaries fixed by Federal law and State responsibilities for selection; compulsory school attendance in primary schools (enforced by the States under general Ministry control); regulation and financing of school construction (with authority to assist the States financially); maintenance of schools (with State laws existing for primary schools); health examinations and general physical care of school children; pupil promotions, diplomas, and degrees; and suitability of textbooks (published by other than Federal, State, and local educational authorities).

Before private schools are established, consent of the Ministry is required. Private nursery, secondary, and vocational schools under the jurisdiction of the Federal Ministry must be operated in accordance with Ministry or State regulations such as those pertaining to curriculums (determined by the Ministry), to teachers requiring diplomas from recognized schools, and the like.

Through power to allot funds and designate teaching personnel, the Federal Ministry for Education directly controls institutions of higher learning and specifically controls their libraries (which come directly under the Ministry rather than the universities).

The Ministry also exercises direct jurisdiction over the National Library; the Reference Libraries (Studienbibliotheken) of the Federal Government in Klagenfurt, Linz, and Salzburg; the National Museums; and the Federal Theater. Research is conducted by the institutions of higher learning rather than the Ministry.

By *Decree No. 211* of June 30, 1949 as amended by *Decree No. 158* of June 20, 1958, an Austrian Commission for UNESCO was established to act as a liaison agent on UNESCO matters with interested institutions and persons in the Republic of Austria. The Federal Minister for Education appoints the President and Vice-Presidents and several representatives of the Federal Ministry for Education are included in the membership. Representatives of the Federal Chancellery serving on the Commission handle intergovernmental matters and deal with the Federal Press Service. The Commission's regulations for organization and work require approval by the Federal Minister for Education.

The Ministry is responsible for international educational and cultural relations within the country while responsibility for communicating with foreign Governments on related matters rests with the Foreign Affairs Office of the Federal Chancellery. The Federal Ministry for Education maintains regular contact with the Chancellery on such matters and has a special department dealing with general policy in cultural matters, including foreign cultural relations.

Administration

Federal laws and Federal Ministry for Education decrees based on such laws are published in the *Federal Law Journal* (*Bundesgesetzblatt*) and in the official journal of the Federal Ministry for Education. The latter journal also includes other decrees, regulations, information on appointments, and the like which are of interest to administrators and teachers.

Although there are no commissions, boards, committees, or parent-teacher organizations to advise the Federal Minister for Education or provide information from the local level, private individuals, professional organizations, or other groups may make suggestions and proposals to him.

Kingdom of Belgium

Royaume de Belgique—Koninkrijk België

**January 15, 1959*[1]

THE KINGDOM OF BELGIUM, with French and Flemish as the common languages, consists of 9 Provinces in Europe and the Belgian Congo in Africa. Ruanda and Urundi in Africa are under United Nations Trusteeship with the Kingdom of Belgium as the administering power.

By Articles 26 and 30 of the Constitution of 1831 as amended, legislative power is "exercised collectively by the King, the House of Representatives, and the Senate" and judicial power by courts and tribunals. By Articles 29 and 78, executive power "is vested in the hereditary King, subject to the regulations of the Constitution" with the King having "no other powers than those which the Constitution and the special laws, enacted under the Constitution, formally confer upon him."

Under Articles 63–65, the King's Ministers "are responsible," they countersign decrees, and they are appointed and dismissed by the King. In practice, the King consults with the leaders of political parties and charges one with formation of the Government. This leader usually becomes the Prime Minister and serves as President of the Council of Ministers (the collectively responsible Government).

Official Bodies Concerned With Education

The King's Minister of Public Instruction (Ministre de l'Instruction Publique) heads the Ministry of Public Instruction (Ministère de l'Instruction Publique) dealing with most education and training matters handled by the National Government. Other Ministries have certain responsibilities in this field:

Agriculture—evening agricultural courses
Colonies—education in the Belgian Congo and in Ruanda and Urundi under a Director General for Education with a Higher Training

---

[1] The Belgian Congo became the Republic of the Congo on June 30, 1960.

Council (including representatives of the Ministry of Public Instruction) and a Colonial School Commission
Communications—training of aviators and seamen
Justice—education of abandoned children and juvenile delinquents and the training of social assistants
Middle Classes—contracts for apprentices
National Defense—military schools
Public Health and the Family—child care and preparation of young women for family life, education of mentally and physically handicapped youth, medical inspection of primary schools, promotion of physical education (with a Higher Council and Institute in which there are representatives of the Ministry of Public Instruction), and training of auxiliary medical personnel (schools of nursing), and
Public Works—operating responsibility for building State schools.

When Belgium became a sovereign State in 1830, matters relating to education were placed under the Ministry of the Interior which became the Ministry of the Interior and of Public Instruction in 1884. Later, public instruction was attached to the Ministry of Agriculture, Industry, and Public Works. In 1907, a Ministry of Sciences and of the Arts was created which became the Ministry of Public Instruction in 1932.

Ministries are established under executive power vested in the King. In practice, the individual charged with forming the Government proposes a list of Ministerial candidates to the King. When he approves, the Government team presents its proposed program to Parliament for an expression of confidence.

In general, Ministers are chosen from among members of Parliament; the King also chooses extraparliamentary persons or technicians on the basis of special competence (such as a university professor as Minister of Public Instruction). The Minister's term is indefinite and may extend up to the 4-year term provided in Articles 51 and 55 of the Constitution for Representatives and Senators respectively.

Articles 86 and 87 of the Constitution state: "No person shall be a minister unless he is a Belgian by birth or has received full naturalization" and "No member of the royal family shall be a minister." If a Minister is chosen from among the members of the House of Representatives or of the Senate, he also must fulfill eligibility requirements prescribed in Article 50 or 56 for service in the House or the Senate which includes, among others, a minimum age requirement of 25 or 40 years respectively.

Constitutionally, the Minister of Public Instruction reports to the King and, as a member of the Council of Ministers, shares in collective responsibility of the Government to Parliament and is individually responsible to Parliament. The King can refuse to accept the resignation of the Government or of a Minister when the vote does not emanate from the parliamentary majority of one of the houses or when it is the expression of a single party or party organ.

Under Article 88, Ministers have the right of admission to either house of Parliament with voting rights only where they are members. They are "entitled to be heard when they so request," and the houses may demand their presence. Under Article 40, "Each house has the right to investigate the conduct of public affairs," while Articles 90 and 134 grant the House of Representatives "the right to accuse ministers" and the Court of Cassation to try them and fix penalties up to removal from office for cause related to their work.

Organization

Under the Minister of Public Instruction, there is a Secretary General responsible for daily administration in the Ministry, with a Director General in charge of each of the following administrative units:

General Secretariat
General Services (accounting, legal, personnel, and the like)
Administration of Studies
Arts, Letters, and Adult Education
Buildings and Funds for School Construction and State Universities
Educational Services (including cultural relations)
Primary Education and Special Education (including State homes for children of boatmen and migrant workers)
Secondary Education and Teacher Training
Technical Education, and
Higher Education and Scientific Research.

Authority, Responsibility, and Functions

Article 17 of the Constitution provides that:

> Private instruction shall not be restricted; all measures interfering with it are forbidden; the repression of offenses shall be regulated by law.
>
> Public instruction given at the expense of the state shall likewise be regulated by law.

Implementing details are set forth in separate laws applicable to each of the various levels of education from primary through higher education. Under these provisions, the Ministry controls and operates State educational establishments except that State universities enjoy autonomy in their internal operations. Ministry control over schools not organized by the State is exercised when National subsidies are granted and by control over the conferring of diplomas, certificates, and degrees.

The *Law on Primary Education* fixes conditions under which the Minister is authorized to create primary schools (primarily demonstration schools attached to teacher training schools, preparatory divisions in secondary schools, and institutions for children whose parents have no fixed abode). The *Law on Middle Education* (secondary) and the *Law on Normal Education* (teacher training) permit the Minister to create such schools according to necessity. Under the *Law for Technical and Artistic Education,* the Minister considers industrial needs and the local or regional economy in making his decisions. The establishment of Provincial schools is determined by Provincial authorities with the agreement of the Minister of the Interior. Communities are required to create public schools when a sufficient number of heads of families so demand.

The Minister of Public Instruction prepares annual budget proposals for the Ministry and sits on the Council of Ministers' Budget Committee when the Prime Minister and the Minister of Finance are considering education and cultural items. Agreed upon proposals are submitted to Parliament for action. These proposals include estimates for State schools and cultural institutions and for partial or total subsidies to various non-State schools (including those established by religious bodies) and cultural programs. Within limits prescribed by law and with the Ministry of the Interior exercising general guardianship, the Provinces and the communities determine budgets for their own schools.

Conditions for teacher training are regulated by law with details being specified in Royal Decrees. Under such provisions, the Ministry designates the teaching corps in State schools while the Provinces and communities do so for their own schools. The Ministry is directly concerned with promotion of professional relations in education, including for example, responsibility for deciding on levels of training required for teachers and providing opportunities for teachers to meet the requirements.

A committee of representatives from the Ministry of Public Instruction and the Ministry of Public Works consults on the use to be made of funds for school construction, with the Ministry of Public Instruction deciding on State schools needed and the Ministry of Public Works building them. Construction plans for Provincial and community schools are submitted for approval to the Ministry of Public Works which may help financially in the construction of their primary schools.

Though physical examinations are not obligatory for students, they are provided by the Ministry of Public Instruction when parents request them. Sanitary inspection of primary schools is under the control of the Ministry of Public Health and the Family.

Pupil promotions and the granting of diplomas and degrees are regulated by law and organic regulations for State schools; for Provincial and community schools, there are regulations similar to those for the State. Textbooks are prepared and published through private initiative while Improvement Councils in the schools operating under organic laws, examine the books and make selections.

Private schools can be organized and operated without Ministry control. The Ministry exercises control over such schools only where it provides subsidies or where official recognition is desired for diplomas, certificates, and degrees and they are submitted to a Confirmation Commission for validation. Extent of control varies according to level of education. At the primary, teacher training, and technical levels, the Ministry inspects administration and teaching. For middle schools, it exercises administrative control.

The granting of subsidies is subject to legal conditions relating to diplomas held by the teaching staff and the location, number of students, and program of the school. In certain cases, Provinces and communities provide subventions for helping with construction of their private schools.

Universities confer degrees subject to ratification by a special commission designated by the King. Authorization to practice certain professions (engineering, law, medicine, teaching at intermediate levels, and the like) is based on possession of the appropriate diploma. The Ministry of Public Instruction organizes State universities which then have freedom to develop their scholastic programs within the framework of budgetary considerations. Private universities benefiting from State subventions receive them in proportion to credits allowed to State universities.

By law the Ministry of Public Instruction regulates State conservatories of music and museums. It created the Belgian National Orchestra in 1936 and the National Theater in 1945. Libraries of State university and scientific institutions are controlled by the Ministry. It subsidizes Provincial and community public libraries and may grant subsidies to private conservatories, museums, and theaters. It also organizes concerts, expositions, and tours.

In its administration of studies, the Ministry does not conduct research; it provides subsidies for research by consultants, commissions, and on an interuniversity basis. One advisory commission has representatives from four universities charged with advising the Minister specifically on pedagogical research.

The Ministry of Public Instruction is concerned with international organizations in its fields of interest and has responsibility for carrying out the Belgian part of bilateral agreements such as those relating to equivalencies of higher education degrees. It cooperates with the Ministry of Foreign Affairs in its coordination relating to international cultural relations.

By Decree of the Regent dated July 1, 1948, a National Commission for UNESCO was established for contact with the UNESCO Department of Education, cooperation (including research), and the like. Both the Ministry of Public Instruction and the Ministry of Foreign Affairs are represented on the Commission. The Minister of Public Instruction serves as Chairman and the Director General of Educational Services in the Ministry is the Secretary General. Cost of operation comes from the budget of the Ministry of Public Instruction.

The Ministry of Foreign Affairs has an office concerned with technical assistance which coordinates activities of the various Ministries while the Ministry of Public Instruction diffuses information on openings for experts and the two Ministries jointly choose candidates whose names are forwarded to UNESCO. The Ministry of Public Instruction receives individuals and groups and plans their studies in the Kingdom of Belgium when they are under multilateral scholarships or otherwise are interested in education and cultural activities. It carries out provisions of the European Convention relating to the cultural identity card.

Administration

Laws, royal decrees, and Ministerial decrees of a general character are printed in a Government publication (*Moniteur Belge*). Royal and Ministerial decrees of a more specific nature are published in extract in the same publication or are sent directly to the interested parties. Ministry instructions and circulars are printed by the Ministry and sent to institutions concerned. Reprints are published in a Bulletin which appears three times a year. The Ministry also maintains direct contact with schools under its control through its corps of inspectors who also submit reports.

Suggestions and recommendations may be transmitted to the Ministry through various institutions, commissions, and committees. Professional groups, parents' meetings, and school councils also may transmit recommendations.

United States of Brazil

Estados Unidos do Brasil

April 21, 1959[1]

THE UNITED STATES OF BRAZIL is a Federal Republic. Under its 1946 Constitution, Union (central Government) legislative power is exercised by the National Congress (Chamber of Deputies and Senate), judicial power by various courts and tribunals, and executive power by the President with the assistance of Ministers of State (Cabinet).

Federal and State authority for education stems from the Constitution. The Union has power to legislate on the patterns and bases of National education (directrizes e bases da educação Nacional). The States have concurrent power to legislate on education within the framework of principles and regulations set by the Union. The States and the Federal District (Capital area) are authorized to organize their own instructional systems, while the Union has power to organize the Federal instructional systems designed to fill local deficiencies through financial aid to the States or by direct action.

Official Bodies Concerned With Education

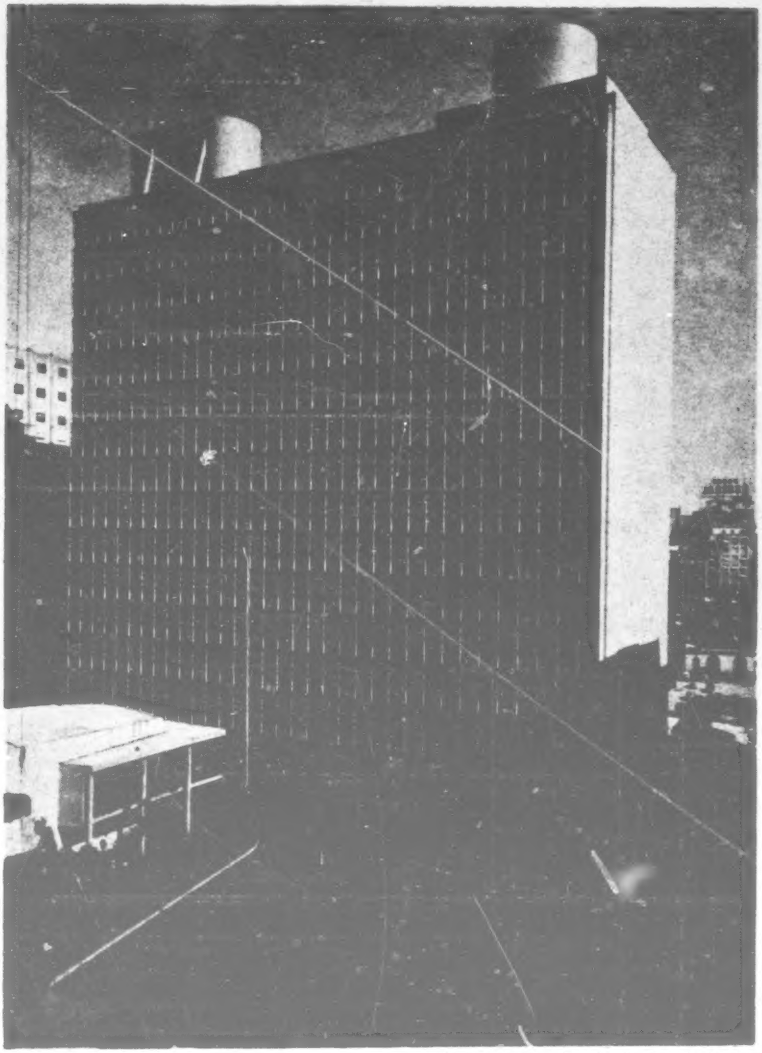
The Ministry of Education and Culture (Ministério da Educação e Cultura), like other Ministries, comes under a Minister of State. It is responsible for most of the education activities handled at Federal level. The Ministries of Aeronautics, Navy, and War administer the principal and subordinate military schools while responsibilities for such specialized education as intermediate and higher levels in agriculture come under the Ministry of Agriculture, and those for neglected children and waifs come under the Ministry of Justice and Interior. Some specialized educational activities come under such other Ministries as

---

[1] Symbols representing initials of Portuguese words are listed with their meanings in Appendix H.

BEST COPY AVAILABLE

Foreign Affairs; Health; Labor, Industry, and Commerce; and Transportation, Communications, and Public Works.



Courtesy, Brazilian Embassy, Washington

The Ministry of Education and Culture is housed in this skyscraper in Rio de Janeiro while quarters are being completed for gradual transfer of the seat of Government to Brasilia in the heartland of the United States of Brazil.

Each State has an agency responsible for its educational activities. In 12 States, it is a separate Office or Secretariat of Education; in the other 9 States there is a Superintendency of Education usually under some other State governmental body.

Constitutional Articles 90 and 91 prescribe that the President is assisted by Ministers of State having the authority fixed by law. The principal Union Ministry dealing with education was established by *Presidential Decree 19,402* of November 14, 1930 as the Ministry of Education and Health. Prior to this date, Federal functions in education were distributed among various Government agencies, particularly the Ministry of Justice and Interior.

There was a reorganization in 1937 when the country was divided into 8 regions to facilitate administration. Another reorganization resulted from the proclaiming of the new Constitution on September 24, 1946 with its provisions on the responsibility of the Federal and the State Governments in the field of education.

By *Presidential Decree Law 1,920* of July 25, 1953, health activities were transferred to a separate Ministry of Health. Cultural functions which had been in the Ministry of Education and Health, were recognized in the title of the new Ministry concerned with education—the Ministry of Education and Culture.

Under Article 87 of the Constitution, the President has "exclusive power" to "appoint and dismiss" the Ministers of State. There is no requirement for legislative confirmation. The Minister of Education and Culture (Ministro da Educação e Cultura) sits in the President's Cabinet, is directly responsible to the President, and his tenure of office is at the pleasure of the Chief Executive. Under Constitutional provisions, all Ministers of State have certain responsibilities and rights with reference to the National Congress:

> Art. 54. The ministers of state are obliged to appear before the Chamber of Deputies or Federal Senate, or any of their committees, when either chamber shall call them personally to give information respecting matters previously determined.
>
> . . . Failure to appear, without justification, shall constitute a crime of responsibility.
>
> Art. 55. The Chamber of Deputies and the Federal Senate, as well as their committees, shall designate day and hour to hear any minister of state who may desire to furnish them with explanations, or request of them legislative measures.

Articles 62, 92, and 93 provide for judging of Ministers of State by the Federal Senate or the Federal Supreme Court according to type of alleged offense.

There are no professional requirements for appointment of the Minister of Education and Culture. The prohibitions in Articles 48 and 96 preclude simultaneous service as a member of other Branches of the Government. Under Article 90, the appointee must meet the legal requirements for all Ministers of State—be of Brazilian nationality, enjoy full political rights, and be over 25 years of age.

Organization

The Ministry consists of directing, operating, and cooperating organs. Organs of direction form the Secretariat of State and include the:

Minister's Cabinet—with Sections for Information, Official Documents, Program and Control, Reception, and Studies and Administration

Organs of General Administration which form the Department of Administration—Accounting Section; Divisions for Budget, Operations (including maintenance and repair of buildings), Personnel, and Supply; Services for Communications, Headquarters Administration, and Transportation; and Treasury

Organs of Special Administration including:

Directorates of Commercial, Higher, Industrial, and Secondary Education to which are attached respectively, the Campaign for Improvement and Expansion of Commercial Education (known by its Portuguese initials as CAEC), Campaign for the Training of Geologists (CAGE), industrial and technical schools (except the National Technical School), and the Campaign for Improvement and Diffusion of Secondary Education (CADES); and

National Department of Education—Adult Education Service; Divisions for Domestic, Extrascholastic, Physical, and Primary Education; and the National Conservatory of Choral Music; and

Complementary Organs—Documentation Service, Efficiency Commission, Juridical Section, Library of the Secretariat of State, and a cooperating National Security Section for social security matters.

Executive organs include:

Extrascholastic Educational Institutes—Auxiliary Services, Board of Directors for National Historic and Artistic Patrimony, Higher Institute for Brazilian Studies (ISEB), Joaquim Nabuco Institute in Recife (for study of social problems related to living conditions of Brazilian workers and small farmers in the northern agrarian regions), Imperial Museum in Petropolis (on the Brazilian monarchical period), Ruy Barbosa House (center on his life and times), and the following National organs: Book Institute (with a Permanent Library Promotion and Assistance Commission), Historical Museum, Library, Museum of Fine Arts, and Observatory; and

Scholastic Educational Institutes including the:
  Benjamin Constant Institute (for the blind)
  Colégio Pedro II (model secondary school)
  National Institute of Educational Motion Pictures
  National Institute of Education for the Deaf
  National Institute of Educational Studies (INEP) with the Brazilian Center of Educational Research (CBBE) as an integral part concerned with educational and social studies and research, teacher improvement, and developing and systematizing the Campaign to Inquire Into and Elevate Middle and Elementary Education (CILEME) and the Campaign on Textbooks and Teaching Manuals (CALDEME); and the
  National Technical School.

Cooperating organs consist of National consultative bodies and include:

Council of Education, Cultural Council, Fine Arts Commission, Primary Education Commission, Social Service Council, Sports Council, and a Textbook Commission.

Authority, Responsibility, and Functions

General authority for Federal education activities stems from that part of Article 5 of the Constitution dealing with legislative power on patterns and bases of education and Articles 166–75 which include provisions on principles, financing by the Union and other governmental levels, Federal and Territorial teaching systems, the supplementary character of the Federal system in terms of local need, and the promotion and creation of research institutes.

Implementing Article 5, the patterns and bases of National education were set forth on October 28, 1948 with supervisory responsibilities vested in the Ministry of Education and Health "aided by the National Council of Education and the departments and services instituted for this purpose." With its establishment in 1953, the Ministry of Education and Culture assumed these responsibilities. Separate laws relate to the various educational levels and specific facets of the program.

Within this legal framework, the Ministry of Education and Culture carries out Union responsibilities in education except for those assigned to the University of Brazil and to other Ministries. In general, the division of responsibilities is reflected in Federal exercise of Constitutional and pursuant legislation to set standards, inspect for conformance, and to supply educational facilities for Territories and for the States (and the Federal District) when the States are not in a position to do so for financial or other reasons such as geographic distances.

National standards for teachers are set by Federal law with States administering their own teaching staffs under this legislation. Extent of the Federal system of education in operation within a State's borders varies according to the ability of each State to meet its educational needs.

Dating prior to the first Constitution of the Republic in 1891 (which made no reference to Union responsibility for primary education), the administration of primary education has been regarded as a "function of the States" which exercise almost complete operational control so long as they conform to Federal principles, standards, and regulations. From the National Fund for Primary Education created by *Decree Law 4,958* of November 14, 1942 and administered by INEP, the Ministry makes financial contributions to local agencies to reorganize and strengthen their primary education systems. Rural school buildings constructed by Ministry action through INEP are turned over to local authorities for operation and maintenance.

The general administration of public secondary and higher education "tends increasingly to be regarded as a function of the Federal Government." Financial assistance is made possible by the National Fund for Secondary Education created on November 25, 1954 and administered by the Ministry through INEP and the Directorates of Commercial, Industrial, and Secondary Education. Colégio Pedro II, the official model secondary school located in Rio de Janeiro, is an executive organ of the Ministry. It formulates curriculums both for public and the larger number of private secondary schools.

Based on laws implementing Article 167 of the Constitution providing that "Teaching . . . is open to private initiative provided the laws which regulate it are duly respected," the Ministry exercises general supervisory control over private secondary schools and institutions of higher learning to assure conformance to official curriculums, courses of study, and teaching methods. Within this framework, such institutions have operational freedom.

Financial needs cause the States to look to the Federal Government to provide for higher education. For public institutions of higher learning other than the autonomous University of Brazil, most of the general supervision and financing is exercised by the Ministry through its Directorate of Higher Education. The curriculums for public and private institutions of higher learning are set by appropriate faculties located in certain official schools. Operational freedom within this framework is vested in the institutions.

Through INEP—its research arm established by *Law 378* of January 13, 1937—the Ministry carries on research and support programs related to practical and operational problems in education and to social and cultural problems having a bearing on education. On December 28, 1955, INEP activities were expanded under *Presidential Decree 38,460* creating the Brazilian Center of Educational Research in Rio de Janeiro known as CBPE (Centro Brasileiro de Pesquisas Educacionais) with regional centers in the State Capital Cities of Belo Horizonte, Pôrto Alegre, Salvador, and São Paulo. Through INEP functioning in cooperation with other units, the Ministry conducts research, administers demonstration schools and inservice workshops for teacher training, awards scholarships for advanced training to teachers in interior schools, screens applicants for international scholarships, administers the distribution of Federal funds, directs a school building program, fosters the campaign to reduce illiteracy, and works to improve textbooks and educational programs.

The Ministry supplies directives and assistance to the school systems of Brazilian non-self-governed contiguous Territories which are administered by departments set up by Presidentially appointed Governors.

The over-all educational advisory body is the National Council of Education (Conselho Nacional de Educação) founded by *Presidential Decree 19,850* of April 11, 1931. It consists of 12 members from the field of education and 4 from other cultural fields appointed by the President, with the Minister as ex-officio presiding officer.

The Ministry is the Federal agency principally responsible for international and cultural relations conducted through its organized instruments for technical assistance and for other international programs operating in the land. The Brazilian Institute of Education, Science and Culture in the Ministry of Foreign Affairs initially was established by *Decree Law 9,355* of June 13, 1946, for relations with UNESCO. It has State Commissions for UNESCO and cooperates with the Ministry of Education and Culture.

Administration

For administrative purposes the country is divided into 8 regions subdivided into departments. Ministry representatives exercise Federal functions in each region and provide direct personal contact with the State and local educational officials, school administrators, and teachers. Regulations and directives of the Ministry are published as decrees in the official organ of the Brazilian Government (*Diario Oficial*) and circulated throughout the country. News and information on the Ministry's activities and programs are included in its reports, journals, bulletins, and other publications.

The Ministry encourages suggestions and recommendations from outside groups interested in education. There is "widespread" organization to encourage and use suggestions and opinion from the public. The principal advisory groups throughout the country are the local and State boards of education whose function is to furnish recommendations and data to the Federal and State legislatures and to the Ministry.

Union of Burma

(Pyee-Daung-Su Myanma-Nainggan)

April 24, 1959

JANUARY 4, 1948 marked the entry of the Union of Burma into the comity of Nations. Under its Constitution, "The State recognizes the special position of Buddhism as the faith professed by the great majority of the citizens" and Burmese as the official language, "provided that the use of the English language may be permitted."

The Constitution vests Union executive power in the President with its exercise being on the advice of the Union Government unless otherwise stipulated. Union legislative power is vested in Parliament—the President, Chamber of Deputies, and Chamber of Nationalities. The Chambers in joint session elect the President. On nomination of the Chamber of Deputies, the President appoints a Prime Minister to head the Union Government. Judicial power is vested in courts. According to context, the word *State* is interpreted by the Constitution to mean "the executive or legislative authority of the Union or of the unit concerned."

Official Bodies Concerned With Education

Under a member of the Union Government, the Ministry of Education (Pyinnya-Ye-Wungyi Htana) has primary responsibility for education. A Mass Education Council was authorized under the *Mass Education Act* of 1948 to take care of further education outside the schools. Its activities operate under the control of the Ministry of Social Welfare.

Before the British established an Education Department under a Director of Public Instruction, the village Buddhist monastery formed the center of culture where boys were taught the "three Rs" while preparing for the novitiate. On British withdrawal in 1942 during World War II, the Education Department came under the Japanese Military Administration. After the July 1945 return of the British, the Education Department came under the Civil Affairs Service of the British Military Administration. With independence in 1948, the Education Department came under the Minister of Education (Pyinnya-Ye-Wungyi) of the Union Government.

Under Articles 56 and 117–18 of the Constitution, members of the Government (including the Minister of Education) are nominated by the Prime Minister and appointed by the President with the President acting on recommendation of the Prime Minister in accepting their resignations or terminating their appointments. The Minister of Education is responsible to the Prime Minister and Parliament. His term of office is indefinite and depends on both his and the Prime Minister's retention of the confidence of Parliament. According to Article 115, the Government is "collectively responsible to the Chamber of Deputies." If the Prime Minister resigns, Article 120 states that the other Ministers "are deemed also to have resigned" though they "continue to carry out their duties until their successors shall have been appointed."

Government Ministers normally are chosen from Deputies who are members of the party in power. As such, they must meet requirements for Parliamentary service specified in Articles 74 and 76 of the Constitution as to allegiance, solvency, citizenship, age (21 years or older), and the like. Under Article 116 a Government member who is not a member of Parliament for six consecutive months "shall at the expiration of that period cease to be a member of the Government." Under Articles 59 and 121, the President has authority to confer functions on subordinate authorities, make "rules for the transaction of the business of the Union Government," and allocate the business among Ministers except where otherwise specified.

Ministers may hold more than one portfolio with separate secretariats for each. For example, the Minister of Education also may be the Minister of Union Culture and the Minister of Religious Affairs. Appointment of Ministers and responsibilities within the competence of their Ministries are announced in executive orders authenticated according to Presidential rules.

Organization

The Minister of Education has a Secretary to the Government to assist him in policy functions and serve as liaison official with the Ministry of Finance and Revenue and other Ministries. He also has three Directors who execute his policies in public education: (1) The Director of Education who is the executive head of the public schools, (2) the Director of Teacher Training who administers the programs in "all" teacher training establishments, and (3) the Director of Technical Education who undertakes responsibility for "all" technical and vocational institutions.

The Directorate of Education has branches headed by Officers for Audio-Visual Education, Curriculum Development, Registration of Private Schools, and Textbook Loan and Rental. It has three Assistant Directors in charge of Academic Affairs, Administration, and Finance. They are assisted, in turn, by three Senior Officers who are in charge of Primary, Middle, and High Schools respectively. Division, Deputy, and Assistant Inspectors (including those to supervise specialized departments such as fine arts and physical education) with technical responsibility for development of educational programs, constitute the field staff in the districts. An Officer for Research in Education compiles vital statistics in the field of public education.

Administrative Officers and the Divisional Inspectors exercise control over District Education Officers, who, in turn, deal with heads of middle and high schools and, through Deputy Inspectors, with primary schools in the State School organization. The Secretary to the Government and the Directors in the Ministry form a Coordinating Board under the Minister of Education as Chairman. The Government appoints advisory committees and boards to assist on special phases of the education program. For example, there is a Committee for selection of school textbooks and there is a Board to conduct public examinations at the end of the school program.

Authority, Responsibility, and Functions

Bases for Ministry authority, responsibility, and functions are found in (1) the Constitution, (2) the 1948 *Education Policy*, (3) the *Education Plan for Pyidawtha* (Welfare State), (4) provisions in the second *4-Year Plan*, and (5) specialized acts. Constitutional Articles include certain principles related to education among those "intended for the general guidance of the State;" namely:

> 33. The State shall direct its policy towards securing to each citizen—
> . . . The right to education.
> In particular the State shall make provision for free and compulsory primary education.

> 34. The State shall pay special attention to the young and promote their education.
>
> 35. The State shall promote with special care the educational and economic interests of the weaker and less advanced sections of the people . . .
>
> 39. The State shall take special care of the physical education of the people in general and of the youth in particular . . .
>
> 40. The State shall ensure disabled ex-servicemen . . . free occupational training. . . .
>
> 41. The economic life of the Union shall be planned with the aim of . . . improving the material conditions of the people and raising their cultural level . . .
>
> 43. All useful arts and sciences, research and cultural institutes and the study of Pāli and Sanskrit shall enjoy the protection and support of the State.

The Union Legislative List, which is List I attached to the Constitution, places responsibilities on the Union Parliament for "Any . . . institutions declared by Union Law to be of National importance" and for Union agencies and institutes "for research, for professional or technical training, or for the promotion of special studies." Included among matters in List II—the State Legislative List—are:

> (1) Education excluding, for a period of ten years from the commencement of this Constitution and thereafter until the Union Parliament otherwise provides, University, higher technical and professional education.
>
> (2) All educational institutions controlled or financed by the State.

The *Education Policy* was adopted by the Union Government in 1948 as its first act in the field of education. Among various points, it called for (1) adoption of a centralized control and administration of education "as an interim and experimental measure" except in the Rangoon Municipal Area where primary education was the responsibility of the Rangoon Corporation insofar as administration of schools was concerned, (2) discontinuance of grants-in-aid to schools in favor of financing and management by the State, and (3) establishment of one single type of State schools instead of the three before National independence. Measures to implement the policy were initiated on June 1, 1950.

After the Burma Educational Observation and Study Mission returned in May 1952 from its 6-month study of education abroad, an Education Reorganization Committee was established. The Committee was charged with drawing up a comprehensive education plan under principles laid down by the Union Government.

The Minister of Education placed the Education Plan before the Welfare State Conference in August 1952 where it was approved as a means of integrating the educational system into a Welfare State plan. The second *4-Year Plan* recognizes need for (1) a period of consolidation with continued expansion where necessary and for (2) improved training of teachers.

Within such a framework, the Ministry of Education has powers of control over public schools at the primary and secondary level. Ministry functions encompass such matters as the following in relation to schools: (1) opening of emergency training classes, institutes, and schools (primary, middle, high, teacher training, agricultural, and technical); (2) budget estimates; (3) financing of operations from funds appropriated; (4) courses of study and curriculums; (5) examinations; (6) school inspection; (7) teacher training; (8) preparation of textbooks for publication through the Burma Translation Society; (9) scholarships: (10) pilot projects for introducing compulsory education called for by the *Compulsory Primary Education Act* of 1952; and (11) other functions related to education and the school system. The Ministry exercises control over schools in "Burma proper" while authorities in the States exercise independent authority over schools in their own territories.

Private schools are required to register under the 1951 *Registration of Private Schools Act*. The Ministry requires schools to have building accommodations, curriculums, and teaching staff which can be approved as being of suitable standard.

The Ministry is represented in the Council (for administration) and the Senate (for academic matters) in each of the two universities in the Union. Through the Ministry, Parliament provides grants for most of the operating costs of such institutions.

The Officer for Research in Education was appointed in June 1955 to do research on teaching methods and to collect statistics. A National Commission for UNESCO was established on November 10, 1950 for domestic matters related to UNESCO. On international educational relations, the Ministry of Foreign Affairs consults with the Ministry of Education. The Ministry of Education awards scholarships to students of Burmese nationality for further studies abroad and maintains an educational attaché in the United Kingdom of Great Britain and Northern Ireland and in the United States of America to supervise their programs. The Ministry also awards scholarships to foreign students to study in Burmese universities.

Administration

Plans, regulations, instructions, and the like are brought to the attention of school administrators, teachers, and others concerned through the Ministry's Division and District Officers. Advisory committees and boards established by the Government or the Minister are requested to make recommendations or provide consultative services on educational plans and programs.

Canada

August 19, 1959

CANADA is an independent Federal State within the Commonwealth of Nations. The Executive authority is vested in the Queen of Canada who also is recognized as Head of the Commonwealth and symbolizes Canada's association with other member countries. Except when the Queen is resident in Canada, functions of the Crown are discharged by a Governor-General appointed by the Queen as her personal representative on the advice of the Prime Minister of Canada. Executive action is taken in the name of the Governor-General. Executive authority "is, in fact, performed exclusively by the Cabinet"—a committee of Ministers led by the Prime Minister.

The Cabinet, or Government, is formed by the party or combination of parties holding the largest number of seats in the House of Commons—the lower House of Parliament—to which members are elected by adult franchise. The leader of the majority party is called upon by the Governor-General to become Prime Minister and he, in turn, selects Cabinet members from among his supporters in Parliament. The Government may remain in office "only so long as it maintains the support of a majority of members of the House of Commons." In effect, Cabinet Ministers are responsible individually and collectively to the electorate through the House of Commons. Each Government Department is headed by a Cabinet Minister and staffed by the Civil Service.

The Federal legislative authority is vested in the Parliament of Canada (the Queen represented by the Governor-General, an appointed Senate, and the House of Commons). Bills must pass both Houses and receive formal Royal Assent from the Governor-General before becoming law. English and French are used in Parliament with Acts being published in both languages. In the judicial field there are a Supreme Court of Canada and a Supreme Court in each Province.

In each of the ten Provinces, the Queen is represented by a Lieutenant-Governor appointed by the Governor-General in Council (Federal Government). Executive action is originated by Provincial Ministers responsible to the Provincial Legislature. Distribution of powers between Federal and Provincial authorities is set forth in the *British North America Act* [*March 29*] *1867* as amended. The Federal Parliament has legislative power in certain specified matters and generally in matters not specifically assigned by the Act to Provincial Legislatures. Those parts of Canada not within Provincial boundaries are under Federal authority.

Official Bodies Concerned With Education

Articles 91–95 of the 1867 Act distribute legislative powers between the Federal and Provincial levels. "In and for each Province," states Article 93, "the Legislature may exclusively make Laws in relation to Education," subject to certain provisions such as for the disallowance of any law which "shall prejudicially affect any Right or Privilege" a minority enjoyed at the time of Confederation. To carry out their sovereign functions in education, each Province has a government office known as the Department of Education. The first to be established was in Quebec in 1846. The tenth was organized in 1920 in Newfoundland which became a Province in 1949.

Except in the Province of Quebec, a Provincial Cabinet member serves as Minister of Education. He is chosen for an indefinite term by the Lieutenant-Governor on the recommendation of the Premier from among elected members of the Provincial Legislative Assembly. In these Provinces, the senior professional educationist in the Department is the Deputy Minister (sometimes called Chief Director or Chief Superintendent).

In the Province of Quebec, the senior professional educationist is called the Superintendent of Education. Appointed by the Lieutenant-Governor in Council, he remains in office "during good behaviour but he may be dismissed by the Lieutenant-Governor upon an address of the Legislative Council and of the Legislative Assembly." The Superintendent of Public Instruction is President of the Council of Public Instruction, which is composed of a Roman Catholic Committee and a Protestant Committee. Membership in the Roman Catholic Committee consists of "all the bishops of the Province," together with an equal number of lay members appointed by the Lieutenant-Governor in Council for service during his pleasure. The Protestant Committee consists of a number of members equal to the lay members of the Catholic Committee. These members also are appointed by the Lieutenant-Governor in Council for service at his pleasure.

Under the dual system of schools in Quebec, the Committees sit separately. They are responsible for the organization, administration, and discipline of their respective schools and normal schools. The Department of Education deals particularly with matters of administration, finance, and inspection and the Lieutenant-Governor in Council has approving authority over regulations prepared by the two Committees.

In general, control over private schools in the Provinces is indirect in nature such as through the requiring of registration, inspection, and—in some Provinces—the use of departmentally set examinations for entrance to the universities. The Department of Education exercises supervision over private education in Alberta while in Quebec such schools come under the jurisdiction of the Committees rather than the Department. Universities usually are independent institutions organized under individual Acts of the appropriate Provincial Legislature.

There is no Federal Department of Education and there is no Federal Minister of Education in Canada. Article 91 of the 1867 *Act* enumerates the "Classes of Subjects" in the "exclusive Legislative Authority of the Parliament of Canada." Included are matters such as those pertaining to aliens, Indians, military services and defense, penitentiaries, and statistics. A series of implementing Parliamentary Acts in turn assign one or more of the following types of educational operations to a range of Federal Departments and Agencies: (1) Operation of specified Government institutions of formal education and exercise of certain controls over similar nongovernmental institutions, (2) provision of service or support to education or training, and (3) provision of informal cultural and educational activities.

In each case, the Department or Agency concerned is responsible to Parliament through a Minister of the Crown nominated for Cabinet service by the Prime Minister from among members of the House of Commons. The Prime Minister is their immediate superior in Executive Government. Qualifications for Ministers relate to age, citizenship, residency, and the like required for election to the House of Commons under the *Canada Elections Act* (Chapter 23, *Revised Statutes of Canada, 1952*). Each of the Federal operations in education has a civil servant as administrative head.

The Canadian Education Association—a voluntary nongovernmental organization—performs certain quasi-public functions in the field of education. Founded in 1892, the Association established a headquarters office in Toronto in 1945 with support from tax funds in the form of Provincial government grants on the basis of population. By terms of its constitution, senior permanent officers in the Provincial Departments of Education call on the Association to provide informal liaison, facilitate joint action, and also serve as a connecting technical link between them and various bodies (such as IBE and UNESCO) with which more than one Province is concerned. At Federal level, the Department of External Affairs calls upon the Association to prepare certain nonstatistical reports on education in Canada as a whole using information provided by Provincial Departments of Education.

Organization, Authority, Responsibility, and Functions

While Provinces have most of the authority and responsibility for education in Canada, the following Federal Departments—each headed by a Minister of the Crown—carry out certain operations in the field of education:

1. CITIZENSHIP AND IMMIGRATION.—In keeping with the *Department of Citizenship and Immigration Act* (Chapter 67, *RSC, 1952*) the Canadian Citizenship Branch assists governmental and nongovernmental agencies with plans and programs to promote citizenship and supplies supporting information and materials. Under a Director, it administers financial aid to Provincial governments and grants to voluntary organizations, supplies free textbooks for language classes, and conducts research and studies related to integration of immigrants.

In the same Department, the Education Division headed by a Superintendent reporting to the Director of the Indian Affairs Branch, is responsible for the education of Indians. Under the *Indian Act* (Chapter 149, *RSC, 1952* as amended) the Branch has jurisdiction over Government-owned child and adult, day, residential, and seasonal schools for Indians except those in the Northwest Territories. It also exercises certain controls over church-owned residential schools admitting Indian pupils. In 1955–56, it completed a *Survey of Educational Facilities and Requirements of the Indians in Canada.*

2. EXTERNAL AFFAIRS.—Under the *Department of External Affairs Act* (Chapter 68, *RSC, 1952*) the Department of External Affairs is the official channel of communication on educational and cultural relations between agencies in Canada and foreign Governments and intergovernmental agencies. It cooperates with those wishing to bring foreign cultural and educational displays and exhibits to Canada or to plan similar Canadian showings abroad. It also cooperates with The Canada Council in administration of the Council's Junior Non-Resident Fellowship Programme.

3. FINANCE.—Under grant provisions in annual appropriations Acts, the Deputy Minister of Finance channels Government funds to the National Conference of Canadian Universities and Colleges for distribution to universities and colleges as "unrestricted grants."

4. JUSTICE.—Under the *Penitentiary Act* (Chapter 206, *RSC, 1952*) the Office of the Commissioner of Penitentiaries in this Department is responsible for providing inmates of Federal penitentiaries with facilities for correspondence courses, informal education activities, and trade training.

5. LABOUR.—The Director of the Vocational Training Branch, reporting to the Deputy Minister of Labour, administers the *Vocational Training Co-ordination Act* (Chapter 286, *RSC, 1952*) authorizing Federal-Provincial agreements for sharing costs of vocational training. The Branch has authority to provide assistance for such training below university level including student bursaries for training projects carried out on behalf of Federal authority. It conducts research projects (including surveys of Government and private training programs), issues information bulletins, and promotes the various types of training. In addition, it assists in recruitment for such training projects as those under the Colombo Plan, ILO, and UNESCO.

6. NATIONAL DEFENCE.—Under the *National Defence Act* (Chapter 164, *RSC, 1952*) and the *Militia, Naval Service,* and *Royal Canadian Air Force Acts* of 1944, Canadian Service colleges and matters relating to schools for dependents of serving personnel come under this Department. A Commandant is in charge of each of the colleges for military and university training of officers for the armed services—Collège Militaire Royale, Royal Military College, and Royal Roads. The Department's 4-member Dependents Education Committee has a Director of Education responsible to the Deputy Minister.

The Director handles Federal financing for about 65 schools on bases on Crown lands in the Provinces which are not subject to taxation by Provincial authorities. Educational matters in these schools come under Provincial jurisdiction. Under June 17, 1954 *Privy Council Order 23/893*, the Department has "complete" authority for the establishment and operation of over a dozen Canadian schools in Europe at North Atlantic Treaty Organization (NATO) bases. It also operates regular programs for the training of officers and men including an adult education project under its Bureau of Current Affairs.

7. NORTHERN AFFAIRS AND NATIONAL RESOURCES.—In keeping with responsibilities under the *Northwest Territories Act* (Chapter 331, *RSC, 1952*), the Minister is responsible for administration of the Northwest Territories and the Yukon Territory. Its Education Division is under a Chief reporting to the Director of the Northern Administration and Lands Branch. The Division has jurisdiction over Federal schools in the Territories and inspects private schools receiving Federal aid. Education of Eskimos in Northern Quebec as well as in the Territories is a part of its responsibility. By arrangement with the Department of Citizenship and Immigration, it handles education of Indians in the Territories.

For the Territorial Government, the Department is reimbursed for administering schools for white children. It also exercises certain controls over the education of Eskimo and Indian children in church-owned schools. The Territories (with less than 35,000 people) have civil servant Superintendents of Schools responsible to the Commissioner heading their executive government. Differing from the Provinces, authority is centralized; there are no local school boards. By July 18, 1946 *Instruction 2993*, the Canadian Governor-General in Council specifically designated "education as a subject within the legislative authority of the Commissioner in Council of the Northwest Territories" with power "to make ordinances relating thereto . . ."

8. TRADE AND COMMERCE.—This Department's Dominion Bureau of Statistics has an Education Division under a Director reporting to the Dominion Statistician. In line with the *Statistics Act* (Chapter 257, *RSC, 1952*) the Division has authority to require statistical returns from public and private educational institutions in the country. It then compiles, analyzes, and publishes the data. Work is being carried out in five sections concerned with (a) adult education and other cultural activities (such as those of art galleries, libraries, and museums), (b) ele-

mentary and secondary public and private education, (c) higher education, (d) vocational education, and (e) research.

Examples of research are analyses of census data relevant to education, an outline of the systems of education in Canada and a related selected bibliography, analysis of pupil progress, and a National survey of university student income and expenditure. The Division has a direct technical channel with UNESCO for supplying statistical and related research data. It prepares similar material for the Department of External Affairs in response to requests from various intergovernmental agencies and from foreign Governments.

In keeping with provisions in annual appropriations Acts, the International Economic and Technical Co-operation Division of this Department administers Canadian participation related to the Colombo Plan and Canadian activities in other international economic aid programs. The Technical Co-operation Service of the Division arranges for supply of equipment to Asian schools and training institutions under the Capital Assistance Program of the Colombo Plan. It maintains regular contact with universities, technical schools, other institutions, and interested individuals in facilitating (a) recruitment of Canadians for service abroad and (b) training for foreigners in Canada under technical assistance programs. For the same programs, it has direct working level contacts with intergovernmental and foreign governmental agencies such as UNESCO and the United States International Cooperation Administration and with foreign nongovernmental organizations such as the Ford Foundation.

9. VETERANS AFFAIRS.—This Department has a Director General in charge of the Veterans' Welfare Services Branch. Training services administered by the Branch include financial assistance for vocational and university training for World War II veterans, for veterans of the United Nations Collective Action in Korea, and for secondary and higher education for children of deceased veterans. The *Veterans Rehabilitation Act* (Chapter 281, *RSC, 1952*), the *Veterans Benefit Act, 1954* (Chapter 65, *RSC, 1953–54*), and the *Children of War Dead (Education Assistance) Act* (Chapter 27, *RSC, 1952–53*) provide authority for these programs. The Branch also administers correspondence courses available primarily to armed services personnel and veterans, Federal civil servants, and penitentiary inmates.

Two Federal Councils provide service or support to education:

1. The Canada Council, established in March 1957 by *Act* of the same name, has a part-time Chairman with a Director respon-

sible for administration. The Council is responsible "for the encouragement of the Arts, Humanities, and Social Sciences." It reports to Parliament through the Minister of Citizenship and Immigration. With half of its funds, it finances a 10-year program of capital building grants to institutions of higher learning. The other funds represent an endowment for purposes under the Act. The same Act authorized establishment of a Canadian National Commission for UNESCO. Consistent with implementing *Privy Council Order 831* of June 14, 1957, organization of the Commission was announced on August 20, 1957. The Commission held its inaugural meeting in Ottawa, February 5–6, 1958. It includes representatives from The Canada Council, The Canadian Education Association, the Department of External Affairs, and from various National Associations active in education, science, and culture.

2. The National Research Council, established by the *Research Council Act* (Chapter 239, *RSC, 1952* as amended) has an Awards and Committee Services Branch in its Division of Administration. This Branch administers the foundation activities in connection with the Council task to assist, promote, and undertake scientific and industrial research.

Foundation activities include fellowship and scholarship programs in dentistry, engineering, medicine, and science, and a program of research grants to individual investigators in universities and other research institutions. The Branch also administers grants-in-aid for research equipment at the university level. The Awards Officer functions under the Council's Vice-President for Administration. The President reports to the Minister of the Crown who serves as Chairman of the Privy Council's Committee on Scientific and Industrial Research.

Several agencies carry out informal cultural and educational activities under their own Parliamentary enabling Acts. The Canadian Broadcasting Corporation, reporting to Parliament through the Minister of National Revenue, cooperates with Provincial Departments of Education in preparation of radio programs for schools. The Library of Parliament reports through the Speaker of the House of Commons. Several of the agencies report through the Minister of Citizenship and Immigration—the National Film Board (a Crown corporation which provides some educational films and film strips for schools), the National Gallery, the National Library, and the Public Archives. The Historic Sites and Monuments Board and the National Museum of Canada report through the Minister of Northern Affairs and National

Resources. The Museum operates under authority of the *Department of Resources and Development Act* (Chapter 76, *RSC, 1952*).

Administration

Statutory data are published in *The Canada Gazette*. Federal Departments and agencies use a variety of formal and informal means to channel policy, program plans, regulations, and procedural guides as well as to obtain recommendations from those concerned in the Provinces and Territories. For example, the Department of Citizenship and Immigration sends regulations direct to Departmental teachers. Other materials go to Regional Offices where regional inspectors (who supervise instruction in the Government schools) interpret them to teachers and other personnel. Conferences of regional inspectors are held in Ottawa twice a year. An *Indian Affairs Field Manual* contains regulations for the operation of Indian schools. Conventions of teachers in these schools are held to discuss mutual problems and new or proposed policies.

The Department of Labour deals with Provincial Departments of Education under the Federal-Provincial plan for financing vocational training. It has a 21-member Vocational Training Advisory Council and an 11-member Apprenticeship Training Advisory Committee with representatives of Provincial government departments, employers, organized labor, and others to advise the Federal Government.

Schools for dependents of serving personnel at home and abroad have parent-teacher groups which make suggestions to military authorities. In the Territories with their sparsely populated land, the Superintendents of Schools visit individual schools in their areas from one to three times a year. To encourage direct personal contact and promote the cause of education, annual teachers conferences are held at which attendance of teachers is required. A *Manual for Yukon Teachers* and a monthly *Yukon Schools Bulletin* is distributed by the Department of Education in the Yukon Territory and similar practices are followed in the other Territories.

Republic of Chile

República de Chile

June 26, 1959

THE REPUBLIC OF CHILE is called a “unitary” State in its 1925 Constitution as amended. Sovereignty resides “esser [illegible] in the Nation” which delegates its exercise to such authorit [illegible] elected National Congress (Chamber of Deputies and Se [illegible] elected President as “the Supreme Chief of the Nation’ [illegible] “is confided the administration and government of t [illegible] and the Tribunals.

Politically, the Republic is divided into Provinces which are further subdivided into departments, subdelegations, and districts. The Governor (Intendente) of a Province “is the natural and immediate agent” of the President. For administrative purposes, the Nation is “divided into provinces and the provinces into communes” with each Province coinciding with the “political division of the same name” and each communal territory corresponding to a “complete sub-delegation.”

Official Bodies Concerned With Education

The Ministry of Public Education (Ministerio de Educación Pública) under a Minister of State has primary responsibility for the National educational system. Other Ministries under other Cabinet members have specialized responsibilities such as:

Agriculture—some agricultural schools and extension services

Foreign Affairs—intergovernmental educational and cultural relations

Justice—adult education services, primary courses in reformatories and prisons, and schools for detectives and for State police

National Defense—military schools, and

National Health Service—certain schools for orphans and waifs, health examinations and general physical care of school children, School for Laboratory Technicians, and the University School of Nursing.

The *Organic Law* of February 1, 1837 provided for the Ministry of Justice, Worship and Public Education. By *Organic Law* of July 21, 1887, its name was changed to Ministry of Justice and Public Education. In 1899, the Ministry was divided into two parts—Justice and Public Education—with both under a single Minister of State.

Article 73 of the 1925 Constitution provides that "The number of the Ministers and their respective departments shall be determined by law." *Law No. 7912* of November 30, 1927 implemented this Article by stipulating the number of Cabinet Ministers and their functions. Under this *Organic Law of Ministries*, the Ministry of Public Education became a separate entity headed by the Minister of Public Education (Ministro de Educación Pública).

Article 72 of the Constitution vests authority in the President to "appoint at will the Ministers of State and Officials of their Ministries." These officials have indefinite terms of office. They "are within the exclusive confidence of the President of the Republic, and are to be kept in their positions while they enjoy the said confidence." The President has the power to dismiss those he appoints "with the approval of the Senate if they be heads of offices, or high employees."

Under Articles 39 and 42, the Chamber of Deputies has exclusive power to "declare whether or not there be grounds for the accusations" members may formulate against a Minister for specified offenses while the Senate acts "as a jury." Senate declaration of guilt results in deprivation of office and trial by the "ordinary tribunal having jurisdiction."

Article 74 specifies that "In order to be named Minister, the qualifications exacted to be a deputy are required." These qualifications, specified in Article 27, make it necessary for the Minister "to possess the requisitions of citizenship with the right of suffrage [at least 21 years of age] and never to have been sentenced for an offense carrying afflictive [longer than 3 years] punishment." Constitutional Articles such as 28, 39, 42, and 75–78, include other provisions directly affecting Ministers of State.

They "cannot be elected Deputies or Senators." They may be called upon to answer "verbally" in connection with the exclusive power of the Chamber of Deputies to "scrutinize the acts of Government." The Senate decides whether or not there are grounds for admission of accusations against Ministers "on account of damages" suffered by private individuals. Presidential orders "must be signed by the Minister of the respective department, and shall not be obeyed without this essential requisite."

A Minister is "personally responsible for the acts he may sign, and jointly for those he may sign or agree to with other Ministers." When Congress convenes in ordinary session, "Ministers must report to the President" on affairs of their departments "in order that the President may in turn report to Congress." For this purpose, they "are obliged" to present the annual budget and "render an account" of disbursements in the preceding year. When Ministers "deem it expedient," they may "attend sessions of the Chamber of Deputies or of the Senate and take part in the debates, with preference in speaking, but without the right to vote."

Organization

In addition to the heads of the General Inspection Office and the Juridical Office, the following officials report to the Minister of Public Education: (1) General Directors in charge of General Directorates, (2) the Under-Secretary responsible for centralizing and coordinating administrative functions and controlling Ministry services, and (3) the Superintendent of Public Education. Organizational units include:

- General Directorate of:
  - Agricultural, Commercial, and Technical Education including an Administrative Department (degrees, private schools, and examinations; and personnel proposals and resolutions); Agricultural, Commercial, and Technical Education Departments; and Inspection
  - Libraries, Archives, and Museums (including copyright registry and the Council of Film Censorship)
  - Primary and Normal Education with a Coordination Council over the Administrative Department (including public and private school inspection), the Normal Teaching and Training Department (training and professional growth), and General Inspection (Pedagogy Department, educational assistance and experimentation, fundamental education and literacy promotion, infant and primary education, vocational and agricultural education, and subject matter areas such as arts and crafts, music, and physical education) and
  - Secondary Education including an Administrative Department (examinations and private schools and personnel and proposals), a Pedagogical Department, and General Inspection.
- National Stadium Administration, and

Service Divisions including Buildings, Furnishings, and Equipment; Cultural Office and Publications (Educational Broadcasting Institute, Educational Films Institute, Exhibit and Lecture Hall, and Lapidary School); Information and Archives; Physical Education and Sports; Primary and Normal Education Personnel; Science and Technology Office; Secondary Education and Under-Secretary Personnel; and Social Welfare Services (home schools and camps, personnel welfare, public education and social service, and summer camp service).

The Superintendent under the Minister is in charge of general direction and supervision of education in the Nation. In the Superintendency of Public Education, a general Technical Secretary is concerned with the:

National Council of Education and its committees (to advise the Minister and the Ministry)

National Education Fund, and

Technical Office for Educational Research and Special Services (orientation, statistics, technical committees, and jurisdiction over the Experimental School of Artistic Education).

The President appoints the members of the National Council of Education. Included are the Minister of Public Education as Chairman, the Under-Secretary, the Directors of General Directorates of Education, the General Technical Secretary, two public and two private university rectors, representatives of certain other educational institutions, and representatives of agriculture, industry, and mining, and of civic and professional groups. The Minister presides over the University Council of the State Technical University and of the University of Chile.

Authority, Responsibility, and Functions

Article 10 of the Constitution provides for "The freedom of teaching" and states:

> Public education is a preferential responsibility of the State.
>
> Primary education is obligatory.
>
> There shall be a Superintendency of Public Education, in whose charge will be the inspection of National instruction and its direction, under the authority of the Government. [This provision and the one on "preferential responsibility" were among those in the 1833 Constitution.]

Under Article 105, Municipal Councils for local administration of communes or groups of communes have responsibility, among others, "To promote education, agriculture, industry and commerce" and "To take care of elementary schools and other educational services supported by municipal funds."

Within this Constitutional framework, authority of the Ministry of Public Education is established by laws such as the November 30, 1927 *Organic Law on Ministries* (as amended) and decrees with the force of law such as *Decree-Law No. 248* of July 23, 1953 on administrative and technical organization and functions within the Ministry and Decree-Laws on education at the various levels from primary through higher education. Under such provisions, the Ministry controls and supervises the educational system without operating the educational institutions.

The General Directorate of Primary and Normal Education is in charge of such schools as centralized and consolidated, experimental, farm, normal, primary (including their nursery schools and kindergartens and those primary schools annexed to normal schools), special (for exceptional children), and vocational schools. The General Directorate of Agricultural, Commercial, and Technical Education controls most agricultural schools, home economics schools for girls, industrial schools, and polytechnic institutions.

Specifically, the Ministry decides on the number, location, and kinds of educational institutions; prepares an annual budget for executive power review and Congressional action; controls courses of study and curriculums; issues examinations; determines pupil promotions, grants diplomas, and confers degrees; inspects schools; fixes regulations for school personnel and controls their employment and salaries; promotes professional relations through conferences and conventions; has responsibility for enforcement of compulsory school attendance; controls and finances school construction and maintenance; and prepares primary school textbooks and selects and approves secondary level texts from among those prepared by private individuals and institutions.

The Superintendency of Public Education has authority to control State education. The General Directorates of Education supervise private schools in their areas of competence. Most private schools follow the National curriculums with State Boards of Examiners checking the results. *Law No. 12,446* of February 19, 1957 provided for recognition of degrees given by certain private institutions having curriculums differing from official State programs and not coming under the State examination system. Private normal schools require executive power authorization to operate. Private schools receiving financial aid from the State are subject to provisions in various laws, decrees, and legal decisions which are codified for their guidance. Private schools are required to make annual reports to the Ministry.

Control of higher education in public and private institutions is a responsibility of the University of Chile (founded by *Organic Law* of November 19, 1842) and the State Technical University (created under *Decree-Law No. 1,831* of April 9, 1947). Related laws and regulations for these two universities provide for direction to be exercised by the Rector and the University Council in each institution and for financing from the State. Among those on the University Councils are the Minister of Public Education as Chairman, certain other representatives of the Ministry, the Rector, the Secretary General of the University, Faculty Deans, Presidents of Faculty Councils, Directors of Schools and Institutes, and Councillors designated by the President of the Republic. Deans of the Faculties of Mathematics and Physical Sciences of the University of Chile are among those on the University Council of the State Technical University.

In the cultural field, the Ministry has responsibility for the National Archives; the National Library; the National Fine Arts, Historical, and Natural History Museums; various observatories; and for museums and public libraries in certain cities other than Santiago.

The Ministry undertakes research on technical and pedagogical problems affecting primary, secondary, and professional education through its official research body—the Technical Office for Educational Research and Special Services. The pedagogical parts of the General Directorates also carry on research in their particular fields.

Reports are prepared by technical offices in the Ministry in connection with international conference agenda items dealing with education. The Chilean National Commission for UNESCO was established in 1955, with the Minister of Public Education as Chairman of its Board of Directors. The Under-Secretary in the Ministry of Public Education and the Under-Secretary in the Ministry of Foreign Affairs are among the members. Funds for operation of the Commission are included in the budget of the Ministry of Public Education. The Ministry also provides educational experts, information, and materials in connection with projects of intergovernmental organizations such as OAS and UNESCO.

Administration

Laws are published in the *Official Diary (Diario Oficial)* while laws, decrees having the force of law, and regulations concerning education are compiled annually and published by the Controller General's Office for the use of those concerned, including the general public. The Ministry brings pertinent data to the attention of school personnel and others by means of official letters, notes, and circulars. Some information flows from the General Directorate of Primary and Normal Education to Provincial and lower levels and on to the schools. In the secondary education field, information is transmitted through the appropriate General Directorate to heads of the educational establishments.

Recommendations are made to the Ministry by the National Council of Education on policy and objectives, measures to promote coordination and correlation; means for strengthening the social function of the school; ways of decentralizing administration of services and adapting them to geographic needs; National professional conferences; fees for secondary registration, for examinations in private institutions, and for certificates, diplomas, and degrees; approving experimental public and private programs differing from official curriculums; awards, honors, and prizes; annual school building plan; budgetary study; legislative needs; and the like. Special committees appointed by the Minister from among Ministry or non-Ministry personnel also make recommendations. Parents associations, which provide some funds for schools, also submit recommendations to educational authorities as do teachers associations and unions. Other recommendations result from professional conferences.

Republic of China

(Chung Hua Ming Kuo)

May 5, 1959

UNDER THE 1947 CONSTITUTION, "The Republic of China . . . is a democratic republic of the people to be governed by the people and for the people." It has a National Assembly (vested with power to elect the President and Vice-President and to amend the Constitution), a President, as head of the Republic, and five Yuans. These five Yuans are the highest organs of the State in their respective fields: Executive (administrative), Legislative, Judicial, Examination (civil service matters), and Control (consent, impeachment, ratification, and auditing). Each has a President and a Vice-President.

The President of the Executive Yuan—the Prime Minister—is appointed by the President of the Republic with the consent of the Legislative Yuan. The Executive Yuan has an Executive Yuan Council (Cabinet) composed of its President, Vice-President, heads of the various Ministries and Commissions, and a number of executive members without portfolio, with the Yuan President as Chairman. Budgetary bills and other bills of common concern to the Yuan as a whole are presented to the Yuan Council for deliberation and decision before they are submitted to the Legislative Yuan—the highest law making body of the Republic.

Official Bodies Concerned With Education

The Ministry of Education (Chiao-yu Pu) is the highest organ of educational administration. It is headed by the Minister of Education (Chiao-yu Pu Pu-Chang)—a member of the Executive Yuan and of the Yuan Council.

For ages in the past when China was ruled by emperors and kings, education was one of the essential functions of Government. The Imperial examining system, for example, was used as a means for recruiting candidates for official posts. In 1906 when

Western type schools were introduced, the Board of Rites (Li Pu) became the Board of Schools (Hsueh Pu) under a Secretary of State (called Shang-shu).

After the founding of the Republic on January 1, 1912, a Ministry of Education was installed in the Provisional Government in Nanking. This organ continued to operate after the Provisional Government moved to Peiping. When the National Government was established in Nanking in 1927, the Ministry was known as the Education and Research Council (Ta Hsueh Yuan) under a Director General (Yuan-Chang). Following promulgation of the *Organic Law of the National Government* on December 7, 1928, the earlier Ministry of Education system was reinstated.

In keeping with Constitutional Article 61 requiring the Yuan's organization to "be prescribed by law," the *Executive Yuan Organic Law* of 1947 as amended, provides for a Ministry of Education while the February 12, 1947 revision of the *Ministry of Education Organic Law* spells out functions and organization.

Article 56 of the Constitution prescribes that members of the Executive Yuan (including the Minister of Education) shall be appointed by the President of the Republic on recommendation of the President of the Executive Yuan. Under Articles 75 and 140, no members of the Legislative Yuan or persons in active military service shall be appointed as members of the Executive Yuan. Otherwise, qualifications and the term of office of Executive Yuan members are not specified in law. Normally, they serve at the pleasure of the Prime Minister and continue to serve until a change of the Executive Yuan occurs. The Minister of Education (as well as other members of the Executive Yuan) is individually responsible to the Yuan and to his immediate superior officer—the Prime Minister. In addition, he shares in collective responsibility of the Yuan to the Legislative Yuan.

Under Article 57 of the Constitution, the Executive Yuan is required to present "its administrative policies and its administrative reports" to the Legislative Yuan. During sessions, members of the Legislative Yuan have "the right to interpellate" heads of the various Ministries and Commissions. When the Legislative Yuan "disapproves an important policy" of the Executive Yuan or passes a resolution "on a statutory, budgetary, or treaty bill" which the Executive Yuan deems difficult to execute, the Executive Yuan, with approval of the President of the Republic, may request reconsideration. If the Legislative Yuan upholds its original resolution on the matter, the Prime Minister "shall either abide by the same or resign from office."

Constitutional Articles such as 37, 59–60, 71, and 95–97 also affect the Minister in his individual capacity or in his share in the collective responsibility of the Executive Yuan: (1) Laws and mandates are issued by the President of the Republic with the countersignature of the Prime Minister "and the heads of ministries or commissions concerned;" (2) the Executive Yuan presents the proposed budget for the next year to the Legislative Yuan and the budget statement on the preceding year to the Control Yuan; (3) when matters with which they are concerned are being considered in Legislative Yuan meetings, Ministers may present their opinions in person; (4) the Control Yuan may: Request Ministries to present their orders and related documents, investigate their activities, propose correct measures in case of "neglect of duty or violation of law," and "forward them to the Executive Yuan and the ministries and commissions concerned directing their attention to effecting improvements."

Organization

The Ministry of Education has a Political and an Administrative Vice-Minister of Education to assist the Minister in carrying out functions of the Ministry. Under the Vice-Ministers, there are the following:

Secretariat

Offices—Comptrollers, Counsellors (to prepare or examine proposed legislation and administrative decrees), Inspectors, Personnel, and Documentation

Departments—Primary Education, Secondary Education, Higher Education, Social Education, General Affairs, and International Cultural and Educational Relations

Councils—Educational Research, National Academic, and Science Education

Committees—concerned with specific matters such as cooperation between education and industry, cultural relations in America, medical education, reorientation of displaced youth, scholarships awarded to dependents of National heroes, school discipline, and moral education.

China Scholarship Foundation, and

Institutions—Academy of Arts and Crafts, Central Library, Education Materials Center, Institute of Compilation and Translation, Museums (Art; Historical; Palace and Central; and Science), and National Universities (Cheng Chi, Taiwan, Chiaotung, and Tsing Hua).

The Atomic Energy Council (established by the Executive Yuan with the Minister of Education as Chairman), the Guidance Committee for Students Educated Abroad, and the National Association of Boy Scouts of China serve as advisory bodies to the Vice-Ministers and the Minister. At Provincial levels, school districts are required to report to the Municipality (Shih) or County (Hsien) Section for Education which, in turn, reports to the Provincial Department of Education. The Provincial Department of Education is the highest organ in charge of education within the Province. It has a Commissioner, a Deputy Commissioner, inspectors, a Secretary General and various Sections.

Authority, Responsibility, and Functions

Under Article 108 of the Constitution, the "Educational system" and "Registration and ranking, appointment, supervision, and protection of officials in the central and local government" are among the matters which "shall be legislated upon and executed by the Central Government." The power to execute these matters "may be delegated" to the Provincial and municipal governments. Under Articles 109 and 110, the Province and the municipality have authority to legislate on Provincial and municipal education, whereas the Province has authority to delegate its power to the municipality.

In addition to Articles 11 and 21 on the right of the people to "the freedom of . . . academic instruction" and their "right and duty of receiving citizens' education," Constitutional Articles concerning "Fundamental National Policies" on "Education and Culture" are as follows:

> 158. Education and culture shall aim at the development among the citizens of the national spirit of self-government, national morality, good physique, scientific knowledge and the ability to earn a living.
>
> 159. Citizens shall have equal opportunity to receive an education.
>
> 160. All children . . . from six to twelve years shall receive free primary education. Those from poor families shall be supplied with books by the Government.
>
> All citizens above school age who have not received primary education shall receive supplementary education free of charge, and shall also be supplied with books by the Government.
>
> 161. The national, provincial, and local governments shall extensively establish scholarships . . .
>
> 162. All public and private educational and cultural institutions in the country shall, in accordance with law, be subject to State supervision.
>
> 163. The State shall pay due attention to the balanced development of education in different regions and shall promote social education in order to raise the cultural standard of the citizens in general. Grants from the National Treasury shall be made to frontier regions and economically poor areas to help them meet their educational and cultural expenses.

The Central Government may either itself undertake the more important educational and cultural enterprises in such regions or give them financial assistance.

164. Expenditures for educational programs, scientific studies, and cultural services shall not be, in respect of the Central Government, less than 15 per cent of the total national budget; in respect of each Province, less than 25 per cent of the total Provincial budget; and in respect of each Municipality or Hsien, less than 35 per cent of the total Municipal or Hsien budget. Educational and cultural foundations established in accordance with law shall, together with their property, be protected.

165. The State shall safeguard the livelihood of those who work in the fields of education, sciences, and arts, and shall, in accordance with the development of national economy, increase their remuneration from time to time.

166. The State shall encourage scientific discoveries and inventions and shall protect ancient sites and articles of historical, cultural, or artistic value.

167. The State shall give encouragement or subsidies to the following enterprises or individuals.

(1) Educational enterprises . . . operated with good record by private individuals;

(2) Educational enterprises which have been operated with good record by Chinese citizens residing abroad;

(3) Persons who have made discoveries or inventions in the fields of learning and technology;

(4) Persons who have rendered long and meritorious services in the field of education.

Within such Constitutional provisions, the *Ministry of Education Organic Law* of 1947, and specialized law and regulations, the Ministry of Education exercises jurisdiction over public and private schools and institutions of higher learning with the exception of military institutes which come under the Ministry of National Defense. Among other powers, the Ministry has authority to decide on the establishment of new educational institutions; prepare the educational budget; inspect schools; regulate training of school personnel and set standards for their work; oversee the assignment of school personnel and fix their salaries within the framework of law; enforce compulsory school attendance; regulate school construction, maintenance, and sanitation; finance the construction of National schools; provide medical examination facilities and health care for school children; select and publish textbooks and have them distributed among primary schools; and award diplomas and confer degrees.

Regulations Governing Private Schools, the *Normal School Law*, the *Technical School Law*, and the *University Law* provide authority for the Ministry to supervise and inspect such institutions—whether public or private—for conformance with National policy on education and compliance with requirements. To encourage youths to take up teaching as a profession, students in normal schools are provided with books, room and board, and uniforms at Government expense. With a view to the improvement of normal school education in Taiwan, the Ministry established the Taiwan Institute of Research and Study for Public School Teachers. To train students to become better qualified secondary school teachers, the Ministry caused the former Taiwan Teachers College to be expanded and transformed into a university—the Taiwan Provincial Normal University.

Military schools at the college level provide nonmilitary as well as military courses. For their nonmilitary courses, the Ministry of Education has authority to determine curriculums.

In the field of international cultural and educational relations, the Ministry of Education maintains close coordination with the Ministry of Foreign Affairs. The two Ministries usually exchange views and come to a decision on questions of policy. Before entering into cultural agreements with other countries the Ministry of Foreign Affairs consults with the Ministry of Education. It also consults with the Ministry of Education in the assignment of personnel for overseas cultural service.

The Republic of China is a member of UNESCO. The Ministry of Education cooperates in the Nation's participation in international conferences relating to culture and education. As a rule, delegations are sent to (1) such intergovernmental conferences as the General Conference of UNESCO and the International Conference on Public Education (sponsored by IBE and UNESCO) and (2) such international nongovernmental conferences as that of the World Confederation of Organizations of the Teaching Profession.

With its establishment on August 29, 1947, the Chinese National Commission for UNESCO became an instrument for cooperation with UNESCO. The plenary meeting of the Commission is held once a year to deliberate on matters relating to the UNESCO program and its implementation and to advise the Government on educational, scientific, and cultural questions.

Administration

Ministry decrees and regulations are disseminated by means of official Government publications, educational periodicals, pamphlets, news releases, and radio broadcasts. Under Article 16 of the Constitution, "The people shall have the right to present petitions [and] file complaints . . . " Professional and community opinions may reach the Ministry through its advisory councils, commissions, and committees composed of scholars, experts, and others. Individuals in the Republic may present their views to the Ministry in person or in writing. Through newspapers and over radio stations, the public may express its opinions and request the Ministry of Education to give an open reply through the same channels.

Republic of Colombia

República de Colombia

**June 12, 1959*

UNDER THE 1886 CONSTITUTION as codified, the Colombian Nation is a "unitary" Republic with sovereignty "essentially and exclusively vested in the Nation." The elected Congress (Senate and House of Representatives) exercises legislative power. Initiative rests with members of Congress or with Cabinet Ministers except on such matters as tax legislation where it is vested in the House of Representatives.

The elected President and the appointed Ministers of State or Chiefs of Administrative Departments constitute the Government exercising executive power. Judicial power rests in the separate Court system. A Council of State, elected by the Houses of Congress from Presidential lists, is the "supreme advisory board for the government in matters relating to administration."

National territory is "divided into departments [states], districts, and delegacies; the first and the last, into municipalities or municipal districts." The Government of each Department is the "agent" of Government and Chief of the sectional administration, with the elected Departmental Assembly being the administrative body in each Department. "The districts and delegacies remain under the immediate administration of the government, and it is incumbent upon the legislature to provide for their administrative organization and for the special régime of the municipalities which comprise them."

The Constitution authorizes the Government, "subject to later approval of the Congress," to conclude agreements with the Holy See to regulate relations between the State and the Catholic Church.

Official Bodies Concerned With Education

Congressional *Law No. 18* of March 18, 1826 provided for creation of the Directorate-General of Public Instruction (and Sub-

Directorate Sections) and initiation of the general administrative pattern for education. Articles 41, 120, and 135 of the 1886 codified Constitution provide for education as a responsibility of the State and particularly of the President. He may delegate his functions, as specified by law, to Ministers and the Chiefs of Administrative Departments. When so delegated, "responsibility belongs exclusively to the delegate, whose acts or resolutions may always be amended or revoked by the President, resuming responsibility thereby." By this method, functions related to education are delegated to the Cabinet Minister heading the Ministry of National Education (Ministerio de Educación Nacional).

The Ministry of Foreign Relations is concerned with intergovernmental educational and cultural relations. The Minister of Justice has authority to grant charters and establish legal recognition of educational and cultural institutions. Agricultural, rural, and other authorities of the Nation collaborate with the Ministry of National Education on matters related to education. For example, the Minister holding the Health portfolio provides staff for health examinations and general medical care of children in school.

Constitutional Article 120 empowers the President "to appoint and remove" Cabinet Ministers "at his pleasure." Article 132 states that the "number, titles, and precedence of the several ministries shall be determined by law" with the President having responsibility for "distribution of the business, according to its nature," among them. The individual holding the Education portfolio is the Minister of National Education (Ministro de Educación Nacional)—popularly called the Minister of Education.

Article 133 requires Cabinet Ministers to have "the same qualifications as representatives." As specified in Article 100, "it is necessary to be a citizen in the exercise of the rights of citizenship, not to have been convicted of crime punishable corporally, and to be more than twenty-five years of age." Article 55 separates the functions of Congress, the Government, and the judges while Article 78 forbids Congressional Houses from passing "resolutions approving or censuring official acts." Article 140 precludes service by a Minister on the Council of State. By Presidential delegation, the Minister of National Education may hold not more than two portfolios at the same time.

Such Constitutional provisions as those included in Articles 57, 60, 102, 103, 134, and 135 affect Ministers. "No act of the President, except that of appointment and removal . . . shall have validity or legal force until it is authenticated and communicated by the minister of the respective branch or by the chief of the corresponding administrative department, who thereby assumes responsibility." The Controller General has authority to require reports concerning "financial conduct." The House of Representatives has the power to "impeach before the Senate . . . the ministers of the cabinet" and to "examine charges and complaints," against Ministers presented by the Attorney General or private persons.

Both Houses of Congress have authority to request from the Government "written or oral information" of a nonconfidential nature. Ministers "are organs of communication between government and Congress; they introduce bills in the houses, take part in the debates, and advise the President to approve the legislative acts or object to them." Within the first 15 days of each Congressional session, each Cabinet Minister is required to submit "a report on the condition of the business pertaining to his ministry . . . and on the reforms which experience may advise to be introduced."

Organization

The High Council of Education (Consejo Superior de Educación), presided over by the Minister of National Education, is the principal advisory body for the Ministry. Reporting to the Minister are an Administrative Under-Secretary responsible for administrative matters and National inspection. A Technical Cultural Under-Secretary (Secretary General) is responsible for the Secretariat. Reporting to this official are Directors in charge of Divisions for:

Primary and Normal Education
Rural Education
Baccalaureate (secondary) Education
Industrial (technical) and Commercial Education
Girls' Education
University Coordination, and
Cultural Extension (art galleries, libraries, museums, and a theater).

The Planning Office with units corresponding to the Divisions, has planning and research functions. Directors of Education, appointed by the Minister, head the Education Offices in the Departments throughout the country. These Directors are assisted by inspectors. Municipalities have Boards of Education to supervise execution of laws and regulations.

The Ministry has various administratively autonomous dependencies such as the National University Fund, the public institutions of higher learning, and the Colombian Institute for Specialized Technical Training Abroad (Instituto Colombiano de Especialización Técnica en el Exterior) known as ICETEX. The Minister of National Education is Chairman of the Board of Directors of this Institute which is concerned primarily with advanced foreign training of Ministry and other educational and technical personnel of the Nation.

Authority, Responsibility, and Functions

The Constitution includes the following Articles containing provisions relating to or affecting education:

> 41. Liberty of education is guaranteed. The state shall have, however, the supreme inspection and care of institutions of learning, public and private, in order to assure the fulfillment of the social purposes of culture and the best intellectual, moral, and physical development of the students.
>
> Primary education shall be free in the state schools, and compulsory to the grade determined by law.
>
> 43. In time of peace, only the Congress, the departmental assemblies and the municipal councils may impose taxes.
>
> 54. Priestly functions are incompatible with the fulfillment of political office. Catholic priests may, nevertheless, be employed in matters of public instruction or charity.
>
> 120. It is incumbent upon the President of the Republic, as the chief executive officer:
>
> . . . To regulate, direct, and inspect the national public instruction . . .
>
> 187. The [departmental] assemblies have the following functions:
>
> 1. To regulate, by ordinances and in conformity with the constitutional and legal precepts, the establishments of primary and secondary education and of charity when they are maintained by funds of the department . . .
>
> 5. To fix the number of departmental employees, their duties and salaries . . .
>
> 197. The functions of the [municipal district] councils, which they shall perform in accordance with the law, are the following:
>
> 1. To order, by resolutions, whatever may be suitable for the administration of the district;
>
> 2. To vote, in conformity with the Constitution, the law, and the ordinances, the local taxes and expenses . . .

Within the Constitutional framework and implementing laws (including *Decree-Law No. 2282* of 1954 relating to Ministry organization) control and supervisory powers over public and private educational institutions are vested in the Minister and the Ministry of National Education with assistance from the Departments and the municipalities. The Ministry of National Education decides on number, location, and kinds of educational and cultural institutions with the Minister of Justice granting charters and legally recognizing such institutions. The Ministry of National Education controls funds which Congress appropriates to it, subject to any special direction from the President. It exercises supervisory power over educational budgets of the Departments, provides some financial assistance to Departments and municipalities, and influences non-National funds for educational purposes.

The Ministry establishes courses of study and curriculums allowing for geographical, rural, and urban differences in natural and social sciences fields. It decides how and when subjects shall be taught, and inspects institutions for conformance with law and regulation. It selects and purchases most of the textbooks for public schools and prepares and publishes others. It issues examinations, determines pupil promotions, grants diplomas, and confers degrees.

Through ICETEX, selected students receive financial and administrative assistance for study abroad, supervision (through direct communication with educational institutions and through diplomatic and consular agents), and aid in obtaining employment suitable to their skills when they return. ICETEX also has undertaken a National project in professional orientation of secondary school graduates while the Ministry encourages professional relations through conferences and seminars.

The Ministry of National Education regulates teacher training, establishes standards for licensing of school personnel, and controls employment of public school personnel. Most of the funds for their salaries and for school equipment are provided by the Departments, with the Ministry providing some financial assistance. The Ministry cooperates with the Ministry of Labor in enforcement of child labor laws and has responsibility for enforcement of the law requiring five years of compulsory schooling.

It establishes norms and provides minimum specifications for school construction in terms of conditions and types of materials available in different geographical areas. It has the power to make and enforce regulations for such construction and may provide some funds to supplement municipal monies for school buildings and grounds. The Ministry proposed the establishment of a National Educational Bank to be financed by Government contribution, private bank participation, and investment from insurance companies. The proposal calls for such a bank to make long term low interest loans for school construction by public and private educational entities. Within budgetary limits, the Ministry provides school canteen facilities.

To operate, private schools require Ministry approval and licensing. Ministry control relates primarily to inspection to see that official courses of study and curriculums are followed, while operations are in the hands of the private authorities. More than half of the secondary schools are operated by Catholic Orders. Some of these schools are classed as public and others as private depending on whether or not they receive financial support primarily from public sources or from fees and private contributions.

Those classed as private also may receive some financial support from the State (through the Ministry), the appropriate Department, or the municipality or from some combination of these official sources. The Ministry recommends textbooks for use in private schools without requiring use of official texts.

At the higher educational level, there are more than two dozen public and private institutions with freedom in internal operations. The Ministry establishes norms concerning the obligations of such institutions, provides financial support through the National University Fund, and encourages efficient use of their facilities.

Staffs of teacher training schools (whether for general education subjects, educational sciences, or physical culture) usually are trained at the Bogotá or Tunja branches of the University of Education of Colombia (Universidad Pedagógica de Colombia). Such staffs also may receive professional training in the Faculty of Education of the University of Antioquia in Medellín or in the Faculty of Languages and Philology in either the University of the Atlantic in Barranquilla or the University of Caldas in Manizales. In addition to domestic and foreign scholarships for study abroad, the Ministry of National Education encourages special courses and vacation courses, seminars, lectures, and professional reviews.

Through the subordinate levels of administration, the Ministry operates public schools (including radio schools), art galleries, libraries, and museums. Research work of the Ministry is carried on by the Planning Office in areas corresponding to those included in the Divisions of the Ministry. Regional and National conferences of educators are held to discuss findings of the Planning Office and to make recommendations for solution of problems. The National University Fund also is concerned with research related to higher education and professional guidance and orientation.

The Ministry of Education confers with and advises the Ministry of Foreign Relations when international treaties or agreements related to education are being developed. Under *Decree No. 2,937* of September 21, 1949 as amended, the High Council of Education sat as the UNESCO National Commission. With reorganization of the Council by *Decree No. 2,349* of September 18, 1956, one of its Permanent Commissions is the Coordinating Commission for International Cultural Organizations. This Coordinating Commission is concerned with relations with UNESCO. UNESCO advisers assist the Planning Office of the Ministry in studying and analyzing problems at the various levels of education.

Administration

Laws are published in the *Official Diary (Diario Oficial)*. The Planning Office has a weekly bulletin which brings together Ministry news and news of educational developments from abroad for the benefit of Colombian educators. Most of the operating Divisions of the Ministry publish monthy bulletins or news letters which are circulated to teachers and administrators under their jurisdiction. The official press carries texts of decrees and regulations as they are issued while daily newspapers carry summaries of educational news. Official radio programs announce news from the Ministry. Ministry inspectors transmit regulations and educational news to the rural communities.

In addition to the High Council of Education, the National Association of Parents (Asociación Nacional de Padres de Familia), the National Confederations of Catholic Schools, and National seminars on education make recommendations and suggestions to the Ministry. National seminars bring together educators and professional and technical personnel in other fields. Other organizations such as the National Agricultural Society and the National Industrial Association also make recommendations to the Ministry.

Republic of Costa Rica

República de Costa Rica

*January 9, 1959

THE REPUBLIC OF COSTA RICA is a unitary State with 7 Provinces divided into Cantons subdivided into districts. Apostolic Roman Catholic is the State religion; and Spanish, the common language. Under Article 9 of the 1949 Constitution:

> The Government of the Republic is popular, representative, alternative and responsible. It is exercised by three distinct and independent Powers . . .

Legislative power is exercised by the elected unicameral Legislative Assembly; judicial power by the Supreme Court and subordinate courts; and executive power by the elected President of the Republic and Presidentially appointed Ministers who form the Council of Government presided over by the President. Under Articles 77–89—Title VII (Education and Culture) in the Constitution—the State has responsibility for education.

Official Bodies Concerned With Education

The Ministry of Public Education (Ministerio de Educación Pública), under a Minister of Government, is concerned with administration of education. It traces its origins to the beginnings of the Republic. The first National Assembly in 1823 considered how public education should be organized. In 1824, it decreed the establishment in San José of St. Thomas House of Education (Casa de Enseñanza de Santo Tomás) for public instruction.

A Directorate General of Public Instruction was created under the *Costa Rican Bill of Rights* of 1844. By 1857, a Ministry of Public Instruction had been established and continued to operate with various changes in its official title.

In addition to the Ministry, there is a Superior Council of Education (Consejo Superior de Educación) established under the Constitution in 1886 as an advisory body and granted further power under Article 81 of the Constitution of 1949 which states that: "The public education administration shall be in the hands of a superior council, comprised as the law may provide, presided over by the Minister for that Branch."

Provision is made for the Ministry and the Council in the basic *Costa Rican Code of Education* (Law No. 181 of August 18, 1944) and in the *Fundamental Law of Education* (No. 2,160 of September 27, 1957). The latter collected in one law the basic philosophical precepts and purposes of public education, revised certain sections of the *Code*, and became effective on October 2, 1957.

Under Articles 139 and 146 of the Constitution, the Minister of Public Education (Ministro de Educación Pública) is appointed and removed by the President. The Minister's term of office is indefinite. To serve, he must meet Constitutional requirements specified in Article 142—be in enjoyment of full citizenship rights, a Costa Rican by birth or by naturalization with 10 years of residence in the country, a layman, and at least 25 years of age. Article 109 prohibits him from running for office as Deputy while Article 143 provides that "The position of minister is incompatible with the exercise of any other public charge, elective or otherwise, except where special laws confer functions upon them."

Ministers of Government are members of the Executive Branch and responsible to the President. They have certain responsibilities and rights with reference to the Legislative Branch. Article 144 requires them to submit annual reports to the Assembly on matters within their departments. Under Article 145, they "may attend sessions of the Legislative Assembly at any time, with the right to speak but not to vote, and they must do so when the Assembly so orders." Under Article 121 (24), the Assembly may conduct "interpellations of Ministers of Government, and in addition . . . censure such officials . . ." With reference to their public service, Article 193 provides that "the Ministers of Government . . . are required to declare their property, which must be appraised, in accordance with the law."

Organization

The 7-member Superior Council of Education includes the Minister of Public Education as President, former Ministers of Public Education, and representatives of primary education (chosen by supervisors of primary education), secondary education (chosen by principals of secondary schools), legally constituted teachers associations, and the University Council (Consejo Universitario) administering the University of Costa Rica. The Ministry of Public Education under the Minister and his Administrator General, includes an Office of General Administration (containing a Section for General Supervision of Education) and 4 Departments of equal rank—Accounting and Budget, Cultural Extension, Personnel, and Research and Planning.

Authority, Responsibility, and Functions

Articles 67 and 77–89 of the Constitution lay the foundation for responsibilities and functions of the Ministry of Public Education and the Supreme Council of Education. They include general provisions on a range of subjects. Some are on technical and cultural training for workers under State sponsorship, correlation of public education, compulsory primary education, support by the Nation for primary and secondary education, and facilitation of higher education by the State and its Ministry of Public Education. Others are on freedom of teaching, private education under State supervision, Superior Council responsibility for "public education administration," State provisions of food and clothing for indigent pupils, and State organization and support of adult education "to combat illiteracy and to provide cultural opportunities."

Still other general provisions relate to the University of Costa Rica (independence, financing, freedom of teaching, and Legislative Assembly requirement to consult with the University Council prior to enactments on university matters), State responsibility for teacher training "in special institutions and the University of Costa Rica," and cultural aims of the Republic (to protect natural beauty, preserve and develop historical and artistic patrimony, and support private initiative in scientific and artistic progress). The *Costa Rican Code of Education* as revised by and as supplemented by the *Fundamental Law of Education* provides implementing detail.

Under these legal provisions, the Superior Council of Education (presided over by the Minister of Public Education and meeting twice a week) has responsibility for formulation of policy and general direction of educational plans and programs which are carried out by the Ministry. The Ministry has operating jurisdiction over public schools except the University of Costa Rica which is autonomous. The Ministry has authority to establish and staff schools when localities have sufficient children in need of compulsory primary schooling and have obtained rent-free quarters. For new schools at the nonobligatory secondary level, the Legislative

Assembly first must authorize funds for salaries of the teaching personnel.

The Ministry submits plans and new projects to the Council for approval before including them in annual budget estimates for education which the Ministry prepares and submits to the Central Budget Office for its review, changes it may deem appropriate, and submission to the Legislative Assembly for action. It uses the same channel for supplementary requests for funds such as those needed for salaries for teachers in new secondary schools.

Without counting funds for school construction which are included in the budget for the Ministry of Public Works, funds for the Ministry of Public Education represent one of the largest items in the National Budget. While the principal source of funds for public education is the National Budget, some monies are provided from local rates and taxes.

The Minister appoints special inspectors who report to the Section for General Supervision of Education. He also appoints inspectors for primary schools who work under Provincial Directors of Schools who report to the Section for General Supervision of Education concerning conformance to laws and regulations.

Under Article 9 of the *Fundamental Law:*

> The Superior Council of Education shall authorize the study plans and the teaching programs for the various levels and types of education. Such plans and programs must be flexible and . . . shall be revised periodically by the Council itself . . .

The Ministry appoints professors to attend examinations and grade papers while examinations (except those for the secondary school certificate—the bachillerato—prepared in secret by a committee elected by professors of the subjects) are prepared and given by teachers.

Under Articles 25 and 26 of the *Fundamental Law*, teacher training institutions are "subject to regulation which must be approved by the Superior Council of Education," while the Ministry furnishes programs for teacher training, including training for inservice personnel. When there are insufficient teachers classified by professional training, years of service, and efficiency ratings as provided in the *Code of Education*, the Ministry appoints provisional teachers (aspirantes) who have completed primary training and usually assigns them to rural areas.

The Institute for Professional Training of Teachers (Instituto de Formación Profesional del Magisterio) created under the *Code of Education*, offers training in summer and correspondence courses and the like to help provisional teachers and those in the lower classifications to meet professional standards established by the Ministry under Article 38 of the *Fundamental Law.* In keeping with salary scales fixed by the Code, the Ministry appoints public primary teachers as needed and public secondary school teachers when funds are approved for salaries. It promotes professional relations among teachers as well as benefits for teachers.

The Ministry approves textbooks from among which individual teachers may select and has a subdepartment—National School Bookstore (Almacen Nacional Escolar)—responsible for maintaining stocks and supplying textbooks to pupils unable to purchase them. Under Ministry supervision, promotion of pupils and granting of diplomas are responsibilities of school principals. Ministry representatives normally attend graduation ceremonies, particularly in the larger schools.

Among its other duties, the Ministry prepares draft legislation on educational matters and submits it to the Council for approval prior to transmission to the Legislative Assembly for action. Under Articles 30 and 31 of the *Fundamental Law,* the Ministry promotes coordination of programs under the auspices of community agencies and institutions "to raise the cultural, social and economic levels of their members."

Under Articles 79 and 80 of the Constitution and 34 of the *Fundamental Law,* "all private educational centers shall be under the supervision of the State," private initiative "is to be stimulated by the State, in such form as the law may provide," and authorization for operation of private schools and approval of their purposes, plans of study, and programs, and of their personnel must be obtained from the Superior Council. Private secondary schools are required to be registered and approved before they may confer the final certificate. These schools are inspected by the Ministry for conformance with laws and regulations.

Under Article 36 of the *Fundamental Law,* "All pupils, without distinction of race, religion, social position, or political creed, shall have access to the private educational institutions." Under Article 37, approved private schools giving lessons in foreign languages, must offer half of the lessons in Spanish and courses in Costa Rican geography and history and in civics must be given by Costa Ricans while those in the Spanish language must be taught by those with Spanish as their native tongue.

While control of higher education is autonomous, the Minister of Public Education is a voting member of the University Council administering the University and of the highest governing body—the University Assembly—which meets once a year.

In conformance with Article 89 of the Constitution, the Ministry, through its Department of Cultural Extension, is responsible for operation of the National Library, Museum, and Theater. For each, the Minister appoints a governing board (junta) which is semiautonomous. Public playgrounds are operated under appropriate Boards of Education under general Ministry supervision.

The Ministry carries on research in education as illustrated by a study of textbooks for primary grades, a study on results obtained in primary schools with the global method of instruction (from the community progressively to the world by Ovidio Décroly) and cooperation with UNESCO in its trilingual report on *Educational Development in Costa Rica with UNESCO's Technical Assistance.*

By *Decree No. 141* of November 7, 1949, the Republic of Costa Rica has a National Commission for Cooperation with UNESCO as a link between National organizations and UNESCO and as an advisory body to Government agencies including the Ministry. It is based in the University of Costa Rica and appointed by the Minister and the Rector of the University. To the extent funds permit, the Ministry is represented at international conferences on educational matters—particularly those of UNESCO. It appoints delegates to conferences of the Office of Ibero American Education (Oficina de Educación Ibero Americana) and similar organizations. The Ministry cooperates with and provides office space to technicians on multilateral and bilateral programs in education in the Republic.

Administration

Policies, regulations, and directives are brought to the attention of those concerned through bulletins and circulars addressed to Provincial Directors of Schools who are responsible for transmitting them to principals for teachers.

Municipalities cooperate with the Ministry by offering some scholarships for secondary school study in their areas. Direct supervision, inspection, and personal contact are maintained by Provincial Boards of Education for primary schools and Administrative Boards for secondary schools which are appointed by Cantons and municipalities. Each public school has its Board of Education responsible for school welfare.

These auxiliary entities help integrate the school and the community. The Ministry and the Superior Council of Education determine distribution and investment of funds for these Boards, including funds from the National budget. In addition to community welfare boards cooperating with the Ministry in combatting illiteracy among adults, parent teacher associations, boards of school trustees, agricultural councils, and similar groups function in connection with educational institutions. The Council and the Ministry seek suggestions on proposed legislation such as the *Fundamental Law of Education* when it was in draft stages.

Republic of Cuba

República de Cuba

November 17, 1958[1]

Official Bodies Concerned With Education

The Ministry of Education (Ministerio de Educación) is the Government agency having primary responsibility for education in the Cuban Nation. The Ministry of Agriculture is concerned with professional aspects of agricultural education and has a department for that purpose. Provinces and municipalities have Constitutional obligations to provide for education to the extent of their means and within the framework of National law. In practice, the Ministry of Education handles this function.

First established in 1902 as the Department of Public Instruction and Fine Arts, and as the Department of Agriculture, Commerce, and Labor, these two departments became respectively the Ministry of Education and the Ministry of Agriculture when the 1940 Constitution entered into force on October 10 of that year. Title XII (Council of Ministers) of that document provides the Constitutional basis for Ministries and the requisites and functions of Ministers while the Second Section (Culture) of Title V provides the Constitutional basis for education functions at the National level.

The National Council of Education and Culture was created under authority of Article 59 in Title V. Presided over by the Minister of Education (Ministro de Educación), it is "in charge of the encouragement, technical direction, or inspection of the educational, scientific, and artistic activities of the Nation." Opinions of this body are heard by the Congress on bills relating to matters within its competence. Council members are appointed by the President of the Republic—some on his own initiative and some on recommendation from educational, scientific, and professional institutions. By Constitutional provision, their positions are "honorary and uncompensated."

---

[1] A Revolution culminated in a change in Government on January 1, 1959.

The Minister of Education, like other Ministers, is a Minister of Government and a member of the Council of Ministers (cabinet) presided over by the President or, in his absence, by the member of the Council of Ministers whom he has designated to serve as Prime Minister. The President, who appoints the Minister of Education, is required to report this and other Ministerial appointments to the Senate which is the upper Chamber of Congress. There is no fixed term of office for Ministers as tenure normally is at the pleasure of the President. A Minister may be forced to resign either individually or as a member of the Council of Ministers in the event of a vote of lack of confidence by the Congress.

Under Article 126 of the Fourth Section of Title IX (Concerning the Legislative Power), "The members of the legislative branch may be appointed as Ministers of Government, but in no case may more than half of the members of the Council of Ministers hold both offices." Article 122 provides Constitutional machinery for impeachment by the Congress and Article 134 authorizes Congress to subpoena the Council of Ministers or any of its members to answer interpellations formulated by the Congress.

According to Article 152 in Title XII of the 1940 Constitution, a Minister must be a Cuban by birth, at least 30 years of age, in full enjoyment of civil and political rights, and "have no business relations with the State, the Provinces, or the municipalities."

The Minister of Education is primarily responsible to the Executive Power of the Government while being subject also to the Legislative Power, including legislative interpellation. Technically, his immediate superior is the Prime Minister who deals with him on matters relating to the Ministry of Education and with the President on matters of general policy and represents the Executive Power before the Congress. In practice, the various Ministers also discuss matters within their competence directly with the President, who is the highest executive officer.

Organization

The Ministry of Education is divided into two Undersecretariats —Administrative and Technical. The Administrative Undersecretariat consists of the Administration Department and the Accounting and Budget Department. Matters pertaining to official instruction come under the Technical Undersecretariat which is concerned with direction of the Ministry's educational and cultural program.

The Technical Undersecretariat consists of Departments and Divisions. In addition to a School Hygiene Department, there are General Departments for (1) Statistics, (2) Supervision of Primary Instruction, and (3) Supervision of Secondary Instruction. Divisions include (1) the Census, (2) Primary Instruction, (3) Rural Education, (4) Secondary and Higher Instruction, (5) Civic-Military Institutes, (6) National Institute of Culture, (7) Physical Education, and (8) School Building Inspection.

Authority, Responsibility, and Functions

The 1940 Constitution is the basic authority for Ministry of Education jurisdiction over the educational program. The Ministry administers public educational institutions except (1) autonomous public universities and (2) those aspects of rural education coming under the Department of Agriculture. By law, it has control over the establishment of private universities and schools and inspects their operations.

Article 51 in Title V of the 1940 Constitution provides in part that "Public instruction shall be organized in an organic form, so that adequate articulation and continuity may obtain for all grades, including the higher." Article 52 provides that "All public instruction shall be provided for in the budgets of the State, the Provinces, or the municipalities, and shall be under the technical and administrative direction of the Ministry of Education, with the exception of departments of instruction that, because of their special character, are subordinate to other Ministries."

According to Article 55, "Official instruction shall be laic. Centers of private instruction shall be subject to regulation and inspection by the State; however, in all cases the right shall be preserved of imparting, separate from technical instruction, the religious education that may be desired." According to Article 160 in Title XII, the Ministries of Education and of Agriculture are among those which "shall act exclusively as technical organizations."

The Ministry of Education has authority to appoint, promote, and remove teachers. On the primary level, it exercises this authority on the basis of annual competitive tests and seniority.

Except for official inspection, private primary schools are autonomous. For pupils of a private secondary school to obtain official recognition of their work, the school's course of study must be "incorporated" in (follow that of) the public schools so that pupils may take the official examinations.

The Ministry of Education has no general powers of administration or control of public universities; the State helps them to

BEST COPY AVAILABLE

obtain maintenance funds under the National budget as fixed by law and to obtain endowments. These institutions have autonomy under the laws providing for their establishment with self-rule being in accordance with their by-laws within the framework of National laws. The Ministry visas and registers diplomas granted by "all universities" in the Nation. Private universities must be chartered by the Ministry which also inspects their operations and provides machinery for approval of their graduates for the practice of their professions.

Through its School Hygiene Department, the Ministry of Education inspects school plant sanitary and health conditions and examines and promotes the health of teachers and students in public and private schools at levels from kindergarten through the secondary. Adult, fundamental, rural, and night school education centers are Ministry responsibilities. Promotion of sports and athletic events for the Nation as a whole, as well as in the schools, is a function of the Ministry through its Division of Physical Education.

The Ministry is responsible for the administration of the National Institute of Fine Arts with its attendant schools, centers,

BEST COPY AVAILABLE

Courtesy, Ministry of Education, Republic of Cuba

This double classroom unit is one type of prefabricated rural school constructed in the Republic of Cuba with the assistance of the Ministry of Education.

exhibitions, and performances in these fields; the National Museum; the National Library; and the National Theater.

With respect to research, the Ministry conducts selected projects from time to time, usually in connection with specific needs or problems. Examples of such projects are the testing of didactic methods and procedures in model schools, research on the influence of diet in the growth and development of children, and studies of parasitism in country children. The National Institute of Culture in the Ministry conducts studies in nuclear physics.

With reference to international aspects of education, the Ministry awards scholarships to students from each of the American Republics for study in certain technical schools, grants scholarships for study abroad to artists and scholars, and has a program for primary and secondary school teachers for study abroad with full pay. The Ministry is the mechanism through which technical cooperation from abroad is channeled when it relates to education.

Administration

The jurisdiction of the Ministry of Education over schools is channeled and exercised through (1) Provincial superintendents of schools appointed by the Ministry, (2) centrally appointed boards of education in each of the 6 Cuban Provinces and each of the 126 educational districts within the Provinces, and (3) a system of centrally controlled Ministry, Provincial, and district inspectors. Policies and regulations are circulated through these channels to the schools and the administrative and teaching personnel concerned. The Ministry receives suggestions and recommendations on matters relating to education, facilities, and administration, from the National Council of Education and Culture.

Czechoslovak Republic

Ceskoslovenska Republika

**October 31, 1958*

THE CZECHOSLOVAK REPUBLIC of Czech and Slovak Nations is a unitary State divided administratively into 19 regions. Under Fundamental Articles in the 1948 Constitution, the supreme organ of legislative power is the unicameral National Assembly; the President of the Republic—elected by the Assembly—is the head of State; and the Government or Council of Ministers (cabinet consisting of Prime Minister, Ministers and State Secretaries accountable to the National Assembly and its elected Presidium which latter continues to operate between National Assembly sessions) is the supreme organ of governmental and executive power. In Slovakia, there is a Board of Commissioners accountable to the Slovak National Council and its Presidium and to the Government of the Republic which appoints and recalls the Board.

There are no private schools in the Czechoslovak Republic. According to Sections 13 and 124 of the Detailed Provisions of the Constitution: "All schools shall be State schools. Basic education shall be uniform. . . . National Committees shall discharge within the territory for which they have been elected [local, district, regional] . . . the administration of education and culture."

Under Section 74, the President (who summons and prorogues and may adjourn or dissolve the National Assembly) appoints and recalls the Government. He determines which Government members shall direct a certain Ministry and, among other powers, "appoints all university professors."

Official Bodies Concerned With Education

In the Austro-Hungarian Empire, a Ministry of Culture and Schooling was established in 1848 and education was controlled by the State. Dissolved in 1860, it was reestablished in 1867. Toward the end of World War I hostilities Czechoslovakia became a sovereign Nation and a Ministry of Education and National

Enlightenment was established on November 4, 1918. With World War II in 1939 came further reorganization with Slovakia becoming a separate State under German guardianship. Toward the end of hostilities, the Ministry was reestablished on April 2, 1945 as the Ministry of Education and Enlightenment.

After 1948 assumption of power by the communists, the Ministry—authorized under Section 92 of the 1948 Constitution—went through a series of reorganizations and changes in name. For example, from 1948-53, it was the Ministry of Education, Science, and Art. In January 1953, functions were split and there were a Ministry of Education and a Ministry of Higher Education until September 1953.

By *Government Order No. 19/1956* of June 16, 1956, the Ministries became the Ministry of Education and Culture (Ministerstvo Školství a Kultury) with operational responsibility for schools throughout the country except agricultural and forestry colleges which are under the Ministry of Agriculture and Forest Management and vocational training schools for health service personnel under the Ministry of Health. The Department of Schools, Science, and Art under the Central Committee of the Communist Party of Czechoslovakia exercises policy control in the field of education.

Appointed by the President of the Republic, the Minister of Education and Culture (Ministr Školství a Kultury) serves for an indefinite term which normally is at the pleasure of the appointing authority. In the case of a nonconfidence vote in the National Assembly, he serves until a new Government is appointed. For cause, he may be removed by the National Assembly. No specific legal qualification is prescribed for his position. In practice, he is a member of the highest Communist Party organs. As a member of the Council of Ministers, he is responsible to the Government and, in turn, to the National Assembly. He appoints various groups to advise the Ministry on aspects of its operations.

Organization

The Ministry of Education and Culture is organized into departments which, in turn, are subdivided into divisions and sections. Each department has responsibility for operations relating to schools, facilities, and in certain cases, cultural institutions falling in the same category such as general, vocational, or higher education. Particularly at division and subdivision levels, Ministry organization is adapted operationally to immediate requirements of current programs. Accordingly, internal organization at these levels is not on a long-term or permanent basis.

Authority, Responsibility, and Functions

With the exception of responsibilities vested in the Ministry of Agriculture and Forestry Management and the Ministry of Health, the Ministry of Education and Culture—a central agency—has legal jurisdiction over schools, institutions of higher learning, and cultural establishments. Inspectors of the Ministry are responsible for assuring conformance with law and regulations in the field of education.

The Ministry operates institutions of higher learning and major cultural institutions. National agencies such as the State Board for Schools of Higher Learning (Slovak Board in Slovakia) and the Government Commission for Academic Degrees, are appointed by the Minister to advise on scientific and research work as well as on organization of schools, teaching, staff appointments, and the granting of degrees. Other schools and cultural institutions are operated by school administrations (Boards of Education and Culture of the Councils of National Committees) functioning under Ministry jurisdiction. Under regulations of the Ministry, schools determine pupil promotions, grant diplomas, and confer degrees.

With concurrence of the Minister-Chairman of the State Planning Office, the Minister of Education and Culture recommends to the Government, number, location, and kinds of schools and other educational and cultural institutions. Decisions are made in accordance with the *State Plan of Economic Development* which is approved by the Government. The Ministry of Education and Culture works with the State planning and other central agencies in determining budgetary requirements in the field of education, including those for construction programs. Within the scope of the State budget as approved, the Minister of Education and Culture allocates funds appropriated for education, and controls their expenditure.

Operational control and supervision are exercised by the Ministry over curriculums, syllabuses, and courses of study; number, order, and scope of examinations; and methods of teaching, including how and when and the number of hours that individual subjects are taught. The Government's State Pedagogical Publishing House normally prepares, edits, and publishes textbooks which, in turn, are distributed by a State enterprise known as "Service to the Schools." Within basic requirements for training teachers and school administrators as set forth in legislation, the Ministry determines detailed requirements.

School administrations appoint, assign, promote, and dismiss school personnel under Ministry of Education and Culture directions within the framework of Constitutional and legal provisions affecting appointments and salaries. Rectors and professors in institutions of higher learning are appointed after approval by the Government and the President. Other administrative and teaching personnel in such institutions are appointed by the Minister to work under the rector or head of the institution. By Ministerial instructions having the force of law, the Ministry has the power to determine criteria on student admissions, methods of discipline, and postgraduate employment of students. It also is charged with enforcement of compulsory school attendance from ages 6 to 14 as stipulated in law.

Regulations regarding construction of school buildings, their heat, light, ventilation, and general sanitation are established by the Ministry after consultation with and concurrence of other central agencies concerned, such as the State Board for Development and Construction and the Ministry of Health. The Ministry of Health has responsibility for health examinations and general physical care of school children in cooperation with the Ministry of Education and Culture.

In lieu of research activities of its own, the Ministry has established scientific and research departments in universities and colleges. The Ministry directs the activities of the Pedagogical Research Institute.

The Ministry concludes cultural agreements with individual countries and within their scope determines arrangements relating to cultural relations and exchanges. A special division in the Ministry deals with such cultural relations. With concurrence of the Ministry of Foreign Affairs, the Ministry of Education and Culture appoints delegates to intergovernmental conferences such as UNESCO and IBE and to other international conferences in the field of education.

The Ministry is represented by its officials in the Czechslovak National Commission for UNESCO which was established on October 18, 1956—in conformity with a Government decision on February 25, 1956—as an advisory body to the Ministry. The Secretary-General for the Commission is Head of Section in the Ministry.

Under arrangements decided at intergovernmental and other international levels, the Ministry of Education and Culture participates in technical assistance programs in its fields of competence which function in the Czechoslovak Republic or with Czech nationals abroad.

Administration

The Ministry of Education and Culture issues its own Bulletin in which it publicizes regulations, directives, and instructions which it deems to be most important concerning the purposes and activities of school administration, school facilities, teachers, and other educational personnel. "All" school administrations, schools, and educational facilities subscribe to the publication. Directives with limited application are brought to the direct attention of those concerned.

Suggestions and recommendations of individuals employed in the school system may be made directly to the Ministry of Education and Culture. Science and research departments of institutions of higher learning and the Pedagogical Research Institute also submit suggestions and proposals.

The State Board for Institutions of Higher Learning and the Methodological Council established by the Ministry advise respectively on matters pertaining to institutions of higher learning and schools at lower educational levels. School Commissions consisting of workers interested in education, operate under National Committees for local, district, and regional areas. At each school an Association of Parents and Friends of the School establishes its own supplementary program and advises the principal on programs according to needs and conditions in the particular school.

In postsecondary schools, the Czechoslovak Unit of Youth chooses students to function as leaders responsible for groups they assist in forming. In accordance with Ministerial decree, such organizations fall into school and school class groups whose task is to cooperate in making the school plan effective.

Kingdom of Denmark

Kongeriget Danmark

February 27, 1959

UNDER THE 1953 CONSTITUTION, the Kingdom of Denmark is a constitutional monarchy with the Evangelical Lutheran Church as the Established Church supported by the State. Legislative power is vested in the hereditary Monarch and Parliament—a unicameral Assembly called *Folketinget* which is elected every 4 years by general and direct ballot. Judicial power rests in independently administered courts including a special High Court of the Realm for actions such as impeachment proceedings for maladministration of office "brought by the King or the Folketing against Ministers. . . ." Executive power is vested in the King.

Subject to Constitutional limitations, the King has supreme authority which he exercises through Ministers who are "responsible for the conduct of the government" as "determined by Statute." Bills and measures deemed important are discussed in the Council of State consisting of Ministers presided over by the King. The King may entrust discussion to a Council of Ministers consisting of the Ministers of Government under the chairmanship of the Prime Minister appointed by the King.

Official Bodies Concerned With Education

The Ministry of Education (Undervisningsministeriet) headed by a member of the Council of Ministers, supervises education and culture in the country. As indicated below, responsibility for various specialized facets rests with other Ministries concerned with:

Agriculture—Royal College of Agriculture and Veterinary Science

Commerce—apprenticeship, trades such as building and navigation (with related training in engineering, radio, and telegraphy), and schools of commerce

Defense—military schools

Interior—midwifery, nursing (including public health), and physiotherapy

Labor—National vocational schools for youth, National laborers' courses, and skilled labor schools

Greenland—educational system in Greenland, and

Social Affairs—child welfare in general, nurseries, knidergartens, and some recreation centers.

The Danish public school system was established by *Royal Decree* in 1814. When the Ministerial system was introduced in 1848, a Ministry for Church and Education (popularly called the Ministry of Culture) was established. In 1916, separate Ministries of the Church and of Education succeeded the former single Ministry.

Article 14 of the Constitution provides in part that "The King shall appoint and dismiss the Prime Minister and the other Ministers." Except for the provision in Article 27 that "No person shall be appointed a civil servant unless he is a Danish subject," there are no legal qualifications which affect the appointment of a Minister. In practice, the Prime Minister or the person designated to form a new Government recommends and the King appoints (and dismisses) the persons who hold the various portfolios. As a member of the National Government, the Minister of Education (Undervisningsminister) sits in the Councils of State and of Government and normally holds office as long as the particular Government remains in power. He is individually responsible to the Prime Minister, the King, and Parliament, and shares in collective Government responsibility.

Article 15 of the Constitution prevents a Minister from remaining in office after a vote of "no confidence" in him. If the Prime Minister is the one concerned, "he shall ask for the dismissal of the Ministry unless writs are to be issued for a general election." Where a Ministry has been censured or asked for its dismissal, it remains in office until a new once is appointed and the Minister is authorized to "do only what is necessary for . . . uninterrupted conduct of official business."

Articles 14, 40, 41, 47, and 51 include other provisions affecting Ministers and their responsibilities and rights. Signatures of the King and one or more Ministers are required to give validity to resolutions relating to legislation and Government. "A Minister who has signed a resolution shall be responsible for the resolution." Ministers are "entitled to attend the sittings of the Folketing" and to address it during debates "as often as they may desire" within the framework of its Rules of Procedure. "They shall be entitled to vote only when they are Members of the Folketing."

If the Minister of Education is a Member, he is "entitled to introduce Bills and other measures."

Auditors elected by the Folketing to audit Public Accounts and see "that no expenditure has been defrayed unless provided for by the Finance Act or some other Appropriation Act" are "entitled to demand all necessary information, and shall have a right of access to all necessary documents." Committees appointed by and from the Folketing "to investigate matters of general importance" are "entitled to demand written or oral information . . . from public authorities." With Folketing consent, "any Member thereof may submit for discussion any matter of public interest and request a statement thereon from the Ministers."

Organization

The Ministry of Education consists of two departments. Under Department One, concerned with education below the higher education level, teacher training, and related State subsidies and inspection, are:

First Office (1 Kontor)—school structure and planning and building of schools at the primary and lower general secondary level and the Faeroe Islands school system

Second Office—municipal and private senior secondary education, examinations and pedagogy in lower general secondary schools with an academic bias, and pensions

Third Office—teacher training and postgraduate studies for teachers

Fourth Office—nomination, salary, and pension of teachers in primary schools and lower general secondary schools; and

Fifth Office—adult and youth education, agricultural schools, folk high schools, schools for home economics, youth clubs, and the like.

Under Department Two, dealing with cultural affairs and higher education, are:

First Office—higher education, foundations in related fields, and scholarships

Second Office—archives, art, copyright, cultural institutions, preservation of monuments and historic buildings, science, State Broadcasting Service (except for technical matters), and support for public book collections; and

Third Office—international cooperation in educational and cultural affairs.

Authority, Responsibility, and Functions

Basic authority for the Ministry stems from Article 14 of the Constitution. In addition to responsibility for appointing and dismissing Ministers, the King "shall decide upon the number of Ministers and upon the distribution of the duties of government among them . . . ." In practice, the King follows precedent while having authority to change it by Royal Decree. Article 76 is the Constitutional provision specifically related to education. It states:

> All children of school age shall be entitled to free instruction in the elementary schools. Parents or guardians who themselves arrange for their children or wards receiving instruction equal to the general elementary standard, shall not be obliged to have their children or wards taught in an elementary school.

The extent of supervision exercised by the Ministry of Education over various types of educational and cultural institutions and programs va[illegible] according to applicable legal provisions. In the field of education, there are municipal, State, and private schools. Public primary schools are municipal, municipal schools predominate at the secondary level, and State schools are of senior secondary type.

Affecting Ministry responsibility for municipal institutions is Article 82 of the Constitution which states that "The right of the municipalities to manage their own affairs independently under the supervision of the State shall be laid down by Statute." Legal provisions affecting education are included in a series of laws such as *No. 160 on Primary Education*, May 18, 1937 as amended by *Law No. 163* of June 7, 1958; *No. 78 on Private Schools*, March 18, 1954; *No. 219 on Youth Education (Evening Schools, etc.)* of June 11, 1954; *School Physicians Act* of July 12, 1956; and *No. 156 on Teachers' Salaries* of June 7, 1958.

Subject to legislative approval, number, type, and location of State schools and cultural institutions are determined by the Ministry. For municipal schools, the decision is made in rural districts by the county school board and in smaller towns by the municipal government acting on recommendations of the education commission (representatives of government and of parents) which in turn, has obtained recommendations from the teachers council.

County school boards may present their school plans to the Ministry if they so desire. In event of disagreement between the municipal government and the education commission in the smaller towns, the plan *must* be submitted to the Ministry for decision. Larger towns submit their educational programs to the Ministry for approval. The decision as to municipal cultural institutions is made at the municipal level subject to the meeting of Ministry prerequisites when State subsidy is desired.

In addition to granting State subsidy of approximately 50 percent to primary schools, the Ministry has authority to endorse a subsidy to a county school council for a special project. The Ministry prepares an annual budget on payments for the secondary school system for the annual State budget submitted for legislative action, and administers funds appropriated. It can charge to an individual municipality only those expenses connected with carrying out the approved program without regard to which funds are used for municipal secondary schools.

For secondary schools only, the Ministry exercises direct and specific authority over such matters as curriculums, timing of studies, and place of examinations. It approves the employment of teachers in larger towns and in municipal and State secondary schools. School administrators of town and State schools are appointed by the King on recommendation of the Ministry which, in the case of town schools, chooses from 5 applicants recommended by the appropriate education commission or municipal council. In general, teachers have freedom as to methods, provided they have passed appropriate examinations (or at the primary level, have Ministry exemption) and attain prescribed goals in their work. Teachers' salaries are established by law. Enforcement of compulsory schooling is delegated to education commissions.

Primary school buildings and equipment are financed by municipalities with the Ministry of Education establishing general rules. The Ministry grants subsidies under law for such facilities as gymnasiums, kitchens, libraries, woodwork shops, and the like and may grant them for building schools in sparsely populated areas. For State schools, the Ministry, in collaboration with the Ministry concerned with housing, determines school needs and construction plans. Subject to legislative approval in each case, the Ministry pays for construction of new State schools and may subsidize construction of other senior secondary schools (gymnasiums).

Under the *School Physicians Act*, county and town ordinances on school physicians and nurses require the approval of the Ministry after consultation with the State Board of Health which approves appointment of such health personnel. Within the maximum determined by law, the State contributes 50 percent of the cost. Regulations for physical examinations for secondary school students are established by the Ministry of the Interior with the Ministry of Education employing physicians to make the examinations.

BEST COPY AVAILABLE

© by Nordisk Pressefoto, København; courtesy, Government of the Kingdom of Denmark

The Ministry of Education in the Kingdom of Denmark employs school physicians such as this one giving an anti-poliomyelitis inoculation to a secondary school pupil in Copenhagen.

Authority to promote students is decentralized. At the primary level, the Ministry provides for publication of educational material not otherwise available and for subsidies to Teachers Association Committees on Materials which are working on special needs. According to *Law No. 194* of June 11, 1954, textbooks and educational materials are free to students of public schools. Textbooks for State secondary schools require Ministry approval.

To obtain a subsidy from the Ministry, free private primary schools are required to have a specified number of pupils and an educational standard equal to that of municipal primary schools. When private secondary and nonexamination schools fulfill Ministry requirements, they may receive subsidies through the Ministry. The Ministry establishes their curriculums and makes decisions regarding requirements for and the holding of examinations. Teachers are required to fulfiill public school requirements, and salaries are regulated in general conformance with laws affecting public teachers.

These private secondary schools are subject to Ministry inspection as to educational standard and right to confer school certificates based on standard examinations. Other private schools such as continuation schools require Ministry approval for their principals, teachers, and programs before they may start operations. Otherwise they are independent except for conditions to be met when they wish State subsidies.

Except for the University of Aarhus which is a private institution receiving State subsidy for operating expenses and new buildings, institutions of higher learning are State institutions functioning under one of the Government Ministries. Under the Ministry of Education are the Denmark Schools of Dentistry and of Pharmacy, the Denmark Library School (practical and nondegree), the National Graduate School of Education (for postgraduates studies), the Royal Academy of Fine Arts, the Royal Danish Conservatory of Music, the State Teacher Training Colleges (for those with at least 10 years of schooling or undergoing special testing), the Technical University, and the University of Copenhagen.

In matters pertaining to these institutions, the Ministry has authority to make decisions; in practice, it acts on recommendations of the particular institutions subject, as appropriate, to legislative approval. It distributes pertinent regulations and announcements on curriculums and examinations. Salaries are established by law. Ministry and legislative consent are required for acceptance of non-State grants when acceptance means assumption of additional financial obligations. In collaboration with financial and housing authorities, the Ministry makes decisions relating to construction and handles payments. Private teacher training schools may receive Ministry grants on meeting specific requirements provided their curriculums, educational standards, principals, and teachers, have Ministry approval.

In a few cases, such as private institutions receiving State subsidy, Ministry officials may be represented in collegiate management. Otherwise the Ministry exercises policy control and makes State grants while operating control is decentralized to the educational and cultural institutions and local authorities concerned.

The Ministry does not conduct research. In addition to those in educational institutions, a few research institutions (such as the National Institute for Educational Research) operate under Ministry supervision. As appropriate, specialist committees are appointed on particular problems such as copyright, handicapped children, pulp magazines, and school construction.

Through the Third Office for international cooperation in cultural affairs, the Minister cooperates with the Minister of Foreign Affairs by developing educational and cultural policy for use at intergovernmental conferences and selecting experts for special service. He may call on Ministry specialists or experts of organs under Ministry jurisdiction. The Danish National Commission for UNESCO (operative since July 1, 1947) is appointed and chaired by the Minister of Education and has a secretariat in the Ministry. Funds from the UNESCO Technical Assistance Program are administered independently by this Commission; other intergovernmental technical assistance matters come under the Ministry of Foreign Affairs.

The Third Office also deals with matters relating to the Cultural Commission of Scandinavia, the European Council, the European Organization for Nuclear Research, the Scandinavian Council, and other international bodies concerned with education and culture. In addition, the Third Office is concerned with matters relating to Danish language and culture in foreign countries, exchange of persons, Danish lecturers abroad, and the like.

Administration

Ministry policies, rules, regulations, and directives are brought to the attention of those concerned through publication in the Kingdom's *Law Gazette (Lovtidende)* and *Ministerial Gazette (Ministerialtidende)*, issuance of circulars and announcements, letters to local authorities, and through two annual publications of *Announcements* (concerning the Primary Schools, Youth Education, and Teacher Training, and pertaining to Advanced Public Schools in Denmark) which also contain official decrees and Ministerial decisions.

The Ministry usually takes the initiative in getting revised and new legislation or selects new or uses permanent committees to study problems and draft parliamentary bills. Institutions involved usually take the initiative for getting changes in regulations affecting them. Professional organizations and private citizens are free to and do make proposals for changes and for new practices. Teachers councils, parents, and local government authorities also make recommendations which reach the Ministry.

Dominican Republic

República Dominicana

**June 20, 1959* [1]

LEGISLATIVE POWERS conferred by the 1955 Constitution of the Dominican Republic are entrusted to an elected Congress. Executive power is exercised by the President as "head of the public administration." Judicial power is vested in Courts created by the Constitution and the laws. "These three powers are independent in the exercise of their respective functions."

The National territory is divided into a National District (including the Capital) and into Provinces subdivided into municipalities. The President appoints and removes the Administrative Council of the National District, the Governors of Provinces, and the trustees (sindicos), councilmen (regidores), and alternates of municipal councils. "The relationship between the Church and the State is regulated by the Concordat" between the Holy See and the Republic.

Official Bodies Concerned With Education

The highest educational organ of the country is the Presidentially appointed National Council of Education (Consejo Nacional de Educación) responsible for regulatory functions subject to approval by the Executive Power. The Cabinet level Secretariat of State for Education and Fine Arts (Secretaría de Estado de Educación y Bellas Artes) is the National agency to "conduct the business of the public administration" in education. The origins of these two bodies trace back to laws of May 13, 1845 and May 15, 1846 respectively which created (1) the Secretariat of Justice and Public Instruction (with supervisory powers in education while operating responsibility was vested in municipal governments) and (2) the General Council of Public Instruction.

---

[1] Executive and legislative powers were vested by *Act* of December 29, 1961 in a Council of State effective January 1, 1962. Elections are scheduled in August 1962 for a Constituent Assembly to revise the Constitution and on December 20, 1962 for the President and Congress to be installed by February 27, 1963.

A High Commission was established in 1855 with the Minister of Education in the Secretariat serving as presiding officer. The 1914 *Organic Law of Education* vested primary responsibility for education in this Minister with direction of public instruction in collaboration with a National Council of Education, Provincial councils, and district education committees, while technical direction and inspection were vested in a General Superintendent of Education. *Law No. 53* of 1930 provided for reform of legislation relating to education. *Law No. 79* of 1931 discontinued the Secretariat while *Law No. 173* placed educational responsibility under the General Superintendent of Education. *Law No. 786* of 1934 created the Secretariat of State for Education and Fine Arts with *Law No. 790* abolishing the Superintendency effective January 1, 1935.

Article 58 of the Constitution establishes by portfolio the Secretaries of State of the Armed Forces, of the Interior, and of the Presidency and specifies qualifications for the performance of their functions which are the same as those for the President. Except as so provided, the President has authority under Article 54, "to create or abolish the Secretariats and Under-Secretariats of State and to appoint the Secretaries and Under-Secretaries of State . . . to accept their resignations and to remove them."

According to Article 60, each such Secretary "must be a Dominican in full exercise of his civil and political rights and must have attained twenty-five years of age." Naturalized persons may not serve "until five years after they have acquired nationality." Under Article 61, "The Executive Power shall specify the powers of the Secretaries of State."

Within this Constitutional framework, the Secretary of State for Education and Fine Arts (Secretario de Estado de Educación y Bellas Artes) reports to and serves at the pleasure of the President. Simultaneous service in other Powers of Government is excluded by Articles 19 and 62 whereby Congressional office is "incompatible with" and judicial officials "may not hold" any other public office or employment. Article 104 provides the one exception—"No public office or employment shall be incompatible with honorary or teaching positions."

Provisions in Articles 38, 54, and 66 affect Secretaries of State. Congress may "interpellate" them "on matters within their competence, upon authorization by the Executive Power." The President is responsible for placing before Congress at the beginning of the regular session, "a Message, accompanied by the reports of the Secretaries of State, in which he shall give an account of his administration during the preceding year." The Supreme Court has "exclusive power" to "take cognizance in first and last instance of actions against . . . Secretaries of State . . ."

Organization

The National Council of Education consists of the Secretary of State for Education and Fine Arts as ex officio Chairman who votes in case of tie, and six members selected by the Executive Power from candidates proposed by the Secretary.

Reporting to the Secretary in the Secretariat of State for Education and Fine Arts are three educational institutions (College of Accountancy, Loyala Polytechnic Institute, and the National School of Arts and Crafts) and an Administrative and a Technical Under-Secretary. Organizational units reporting to the two Under-Secretaries on administrative and technical matters respectively are:

- Campaign for Literacy and Adult Education—with Provincial and district inspectors for adult literacy classes and school programs and with responsibility for primer preparation, regional seminars, relations with official institutions and organizations participating in the program, and teacher training courses
- Directorates General of:
  - Fine Arts—artistic education, culture, and fine arts
  - Primary, Intermediate, Secondary, and Normal Education—including an Education Institute (Instituto Técnico Pedagógico) with sections in these educational areas and in languages and with responsibility for developing tests and formulating study plans and curriculums for submission to the National Council of Education; inspection and technical development of schools; language teaching, translations, and related matters; organizing seminars, study trips, and summer courses; and publishing an Educational Review for teachers
  - Sports—with jurisdiction over the National Physical Education School, National and Provincial sports commissions, and physical education inspectors and teachers
- Sections for:
  - Accounts and Services
  - Archives and Correspondence
  - Audio-Visual Aids and Equipment and Machinery—cooperating in school festivities, distributing and projecting films in schools, installing equipment, and maintaining machinery
  - Chief Administrative Office—assisting the National Council of Education, collating studies, and registering certificates and diplomas (including those of the University of Santo Domingo)

Cultural Diffusion and Exchange—collection of Dominican writings for use in exchange for foreign publications; dissemination of information through press, publications, radio, and television; and publication of educational and scientific works

Housing Board—regular raffling of houses among teachers

Intellectual Cooperation—liaison with cultural and educational institutions and organizations in and outside the country

Libraries—school, Secretariat, and traveling libraries

Medical Service—for school children

Scholarships and Subventions—for students and for private secondary and semiofficial special schools in the country and institutions abroad

School Meals and Clothing—for the benefit of poor school children

Supplies—including formulation of contracts for school construction and repair, and

Technical (educational) Inspection.

Superintendents of Education in each of the Provinces report to the Secretariat. Under these Superintendents are inspectors of education working directly with the schools and educational programs.

Authority, Responsibility, and Functions

Article 8 of the Constitution vests responsibility for education in the State and fixes the following standard:

> . . . Freedom of education. Elementary education shall be compulsory both for minor school children and for all who for various reasons were previously unable to enjoy this right. It is hereby made a duty of the State to provide fundamental education for all inhabitants of the national territory and to take the necessary steps to eliminate or prevent illiteracy. Both elementary education and the education offered in vocational, art, commercial, manual training and domestic economy schools shall be free of charge. These duties of the State impose on all persons who inhabit the territory of the Republic the correlative obligation of attending the educational institutions of the nation in order to acquire at least an elementary education. The State shall endeavor to disseminate scientific knowledge and culture as widely as possible so that everyone may benefit from the results of scientific progress.

By the *Law on Secretaries of State*, the President provides in his Cabinet for a Secretary of State for Education and Fine Arts with responsibility for the conduct of public administration in the field of education. The June 5, 1951 *Organic Law of Education* (No. 2909) establishes general policy, authority, and functions in education below the higher education level. Article 17 of this law provides that "The direction and supervision of education is a charge of the Secretary of State for Education and Fine Arts and of the National Council of Education." Other laws (such as the June 24, 1951 *Law on Compulsory Primary Education*—No. 2962) and Council regulations and corresponding ordinances provide detail on specific levels and aspects of education.

Within this legal framework, the Secretary of State for Education and Fine Arts is charged with directing and supervising public education "in all its grades and aspects" except for (1) operation of certain agricultural schools (under the Secretary of State for Agriculture) and (2) the University of Santo Domingo which has autonomous status within limits established by law. In addition to being Chairman of the National Council of Education, he is its organ of communication with the Executive Power and is responsible for carrying out the decisions of the Council when they have been approved by the Executive Power.

Such Council decisions take the form of regulations authenticated by ordinances. They relate to extensions of the various levels and types of education, establishment of courses of study and curriculums, regulation of official certificates and diplomas, determination and control of examinations leading toward such certificates and diplomas, authorization of equivalencies below the higher education level to be granted in the country for foreign studies, and announcement of textbooks deemed suitable for use in schools. The Secretary visas normal secondary education diplomas and exercises control over State scholarship students who are abroad.

The Secretary is vested with authority over private schools. Such schools are inspected for compliance with minimum physical standards and may be inspected for compliance with other standards. Licensing is not required. If they wish to have their courses of study validated, their pupils are required to pass the official examinations. Private schools may apply for State grants-in-aid.

The October 28, 1937 *Law on University Organization* (No. 1398) as amended, vests higher education responsibilities in a Rector appointed by the President and a University Council including the Rector as Chairman, the Faculty Deans, and the Secretary-General of the University. Funds for the support of the University are provided in the National Budget. Degrees conferred by the University are visaed by the Secretary of State for Education and Fine Arts.

The National Museum is attached to the University. Other cultural institutions, as well as schools in specific cultural fields, come within the jurisdiction of the Directorate General of Fine Arts in the Secretariat of State for Education and Fine Arts. This Directorate General manages the National Conservatory of Music and Elocution, the National School of Fine Arts, the National Symphony Orchestra, the School of Music, and the Theater School of National Art. Secretariat research relates to practical problems and needs of the educational system.

In the international field, the Secretary cooperates with the Secretary of State for Foregin Affairs on intergovernmental matters in cultural and educational fields. Through its Intellectual Cooperation Section, the Secretariat of State for Education and Fine Arts has responsibility for domestic action on ratified conventions in cultural and educational fields. This Section promotes artistic, cultural, and scientific relations with other countries, participates in related conferences, and sponsors interchanges of domestic with foreign students and teachers.

The Dominican Commission for Intellectual Cooperation functions under the chairmanship of the Secretary. Constituted by 1937 Decree in accordance with *Resolution IX* of the December 1936 International Conference for the Maintenance of Peace, it collaborated with the former IIIC in Paris as well as with the Office of Intellectual Cooperation of the Pan American Union. After UNESCO was created and the Nation became a Member State on July 2, 1946, the Commission became the agency for associating the work of appropriate domestic bodies with the work of UNESCO. The Republic also is a member of IBE.

Administration

Laws and decrees are published in the *Official Gazette (Gaceta Oficial)* and in the *Collection of Laws, Resolutions, Decrees, and Regulations of Legislative and Executive Powers of the Republic (Colección de Leyes, Resoluciones, Decretos y Reglamentos de los Poderes Legislativo y Ejecutivo de la República).* Norms, regulations, and orders are communicated by Secretariat Directors to persons concerned through Provincial Superintendents of Education to inspectors, directors of institutions, and on to teachers.

The National Council of Education is the official body making recommendations in the fields of education and culture. Personnel of private institutions and private citizens also make suggestions using the official route of teacher, inspector, Provincial Superintendent, to the Secretariat, or directly to the Secretary. As appropriate, the Secretary may refer suggestions to the National Council of Education.

Republic of Ecuador

República del Ecuador

January 30, 1959

UNDER THE 1946 CONSTITUTION, the Republic of Ecuador "is unitary . . . and its government is of the people, representative, elective, accountable . . ." and the "official language . . . is Spanish." The Republic includes Provinces divided into cantons (municipalities) and parishes headed respectively by Governors, cantonal executives, and parochial executives.

Legislative power is exercised by the elected National Congress consisting of the Senate and the House of Deputies. In addition to providing for Senators elected from geographic areas, the Constitution provides for several functional Senators including "one for public education elected by the universities" and "one for private education." Law determines the form of their election subject to the Constitutional provision that each must have been carrying on the activity which he represents and ceases to be such a Senator in case of termination of the activity.

Judicial power is exercised by the Supreme Court and other courts prescribed by the Constitution and the law. Executive power rests with the President who is assisted by a Cabinet (Ministers of State), Governors of Provinces, and other administrative officers and employees. There also is a Council of State (with representatives from the legislative, judicial and executive powers) concerned with observance of the Constitution, advising on legislation, and other functions specified in Article 146 of the Constitution. Under Article 145 members of the President's Cabinet are members of the Council "without vote."

Official Bodies Concerned With Education

The Ministry of Education (Ministerio de Educación Pública) functioning under a Minister of State, is the Government agency with responsibilities under the Constitution and the law in the field of education. It had its origin in the establishment in 1884 of a Ministry of Public Instruction and Ecclesiastical Affairs. Prior to that date, educational matters had been under the Ministry of the Interior. There were occasional changes in title as functions varied from time to time. By 1930, the name had become Ministry of Education with functions relating to education and to cultural matters.

Article 92 (6) of the Constitution gives the President power "Freely to appoint and remove ministers of state . . ." while Article 107 states that " . . . The law shall determine the number of ministers and the branch of service, powers, and duties of each of them . . ." Various articles set forth general policy and principles for education, while Article 108 relating to Ministers of State requires the Minister of Education (Ministro de Educación Pública) "to be Ecuadorian by birth, in full exercise of the rights of citizenship, and to be at least thirty-five years of age."

Though directly responsible to the President, the Minister also has Constitutional responsibilities in relation to Congress. Article 112 requires him—with the knowledge of the President—to submit an annual published report on the affairs of the Ministry including legislative proposals deemed necessary and to submit other data requested by Congress. It also requires him to "appear before the legislature when called."

Articles 55 (7) and 111 authorize the Congress in joint session "To examine the official conduct of ministers of state, and to censure them if there is reason to do so," with loss of portfolios in the latter case. Articles 36, 85, and 123 concerning the legislative, executive, and judicial functions preclude the Minister of Education from holding other public office with the exception specified in the rule of action in Article 179, "of university professors and those who exercise functions which are strictly technical or obligatory of acceptance, who may hold up to two offices with the corresponding salaries."

Organization

Under the Minister, the Under-Secretary serves as immediate collaborator and executive officer. The National Council of Education, which includes representatives of "all the teaching staff of official and private institutions," is the top advisory organ. The UNESCO National Commission serves as a consultative body on program planning. The Ministry also has a Juridical Advisory Office which deals with legal aspects of Ministry affairs. For transaction of business, the Ministry is divided into two Departments. The Administrative Department includes the following Sections:

Archives (correspondence and records)
Budget
General and Legal (whose Chief also heads the Department)
International Affairs
Payments
School Building and Construction
School Equipment and Supplies
Statistics and Personnel, and
UNESCO.

The Technical Department responsible for control and administration of the substantive educational program of the country, includes the following Sections:

Cultural Extension and Publications (including textbooks)
General Directorate of Education (concerned with curriculum and having a Chief who also heads the Department)
Preschool and Primary Education
Physical Education
Professional Education, and
Secondary and Higher Education.

Authority, Responsibility, and Functions

General policy and principles relating to education are specified in the Constitution. Under Article 171:

> Education of children is primarily the duty and right of the parents or those who stand in their place. The State shall watch over the compliance with this duty and facilitate the exercise of this right.
>
> . . . .
>
> Primary instruction and instruction in the arts and crafts are gratuitous when of official character; and primary instruction, whether official or private, is obligatory.
>
> Social services shall be furnished . . . to the students who need them in the free, official, or private schools.
>
> In all grades of education special emphasis shall be given to the moral and civic training of the students.
>
> The indigenous race shall receive special attention both in public and private schools.
>
> In the national educational directing boards all the educational forces of the country, both public and private, shall be represented in conformity with the law.
>
> Public education . . . is secular . . .
>
> The State shall respect the right of parents, or those who represent them, to give to their children the instruction they deem advisable.

Under Article 173, "The State shall found and maintain special establishments for free instruction in arts, crafts, commerce, agriculture, and other means of compensated labor . . ." In these schools of arts and crafts and in the public primary schools, "the State shall furnish, free of charge to students who need them, such tools as are indispensable in the training."

Separate laws vest in the Ministry of Education authority for policy and operational control relating to education and culture. Chapter 4 of Part IV of the *Law of Administrative Regimen* (concerned with functions of Government agencies) enumerates the Ministry's powers of control while such laws as the April 8, 1938 *Organic Law of Public Education* (No. 69) and the August 28, 1946 *Law of Secondary Education*, as well as laws and changes provided in decrees with the force of law, set forth details relating to the educational system and responsibilities of the Ministry and of the Minister. *Supreme Decree No. 1669* of August 7, 1946 provides for the National Council of Education.

Under these legal provisions, the Ministry of Education has jurisdiction over schools and other forms of education below the higher education level. Specifically included are adult and fundamental education and literacy training, preschool education, organization of primary education, development and improvement of secondary education, extension and development of normal schools, and development of special institutes. The Ministry establishes courses of study and curriculums; supervises examinations; awards diplomas; inspects schools for compliance with law (including provisions relating to compulsory primary education), policy, and regulation; has responsibility for the school construction campaign, controls medical inspection in the schools, and publishes textbooks. It also has powers of control relating to physical education and recreation and to the organization and development of auxiliary educational institutions, student dining rooms, summer camps, and the like. Under Article 134 of the Constitution, "National defense and public education shall receive preferential attention in the budget."

In addition to provisions in Article 171 of the Constitution relating both to public and private education, the Article states:

> The municipalities may subsidize free private instruction. These subsidies may not exceed twenty per cent of the revenue set aside for education. When the executive deems it advisable to grant any aid, he will need the approval of the council of state in order to grant it.

Ministry jurisdiction over private primary and secondary schools stems from its powers to authorize their existence and operation, to require them to use official plans and curriculums, and to inspect them for compliance and to assist them with the development of their teaching programs.

Under Article 172 of the Constitution, "Both public and private universities are autonomous." To make such autonomy effective in the official universities, "the law will support the creation of endowment funds." Under the *Law of Administrative Regimen*, the Minsitry of Education is responsible for encouragement and development of institutions of higher learning. Under the *Law of Higher Education* (No. 10, January 27, 1938, as changed) the Minister or his representative is a member of the University Council in the public institutions of higher learning. Public universities supervise programs in the arts such as the National Conservatory of Music and the National School of Fine Arts.

The *Law of Administrative Regimen* enumerates Ministry of Education powers. These powers include control over encouragement of fine arts; theaters; establishment and administration of museums, laboratories, and observatories; cultural extension, increase in libraries, and publications concerned with science, literature, and National culture; exhibits and displays concerning the Ministry; preservation of historic monuments and National art treasures; organization of the National Archives; protection of the National archaeological wealth; restoration of architectonic monuments deemed important; and conservation and improvement of creative elements of Indian culture including establishment and encouragement of museums, libraries, and workshops. Enumerated Ministry powers also include control over encouragement of eduactional and artistic contests by awarding prizes; establishment of traveling libraries, public reading rooms, cultural workshops, and folklore institutions; the Ecuadoran Children's Theater; and promotion of school exhibits.

The same law gives the Ministry control over the organization of the Department of Pedagogic Research. The Ministry's research activities are directed primarily toward obtaining information to enable it to carry out its operating functions. Studies relate to such areas as basic educational needs, evaluation of educational programs underway, physical development of students, and manual skills of children.

The same law also gives the Ministry of Education responsibility for controlling the exchange of teachers within the country and with other countries as well as responsibility for increasing educational relations with other American Republics. Under this mandate, the Republic of Ecuador has cultural agreements with various countries concerning the recognition of the equivalence of degrees and credits for advanced studies to facilitate the exchange of professors and students. Under *Decree No. 918* of October 24, 1947, the UNESCO National Commission assists the Ministry of Education in cooperating with UNESCO. The Ministry also serves as the administrative agency for multilateral and bilateral programs of technical cooperation in education.

Administration

The policies, regulations, and directives of the Ministry are brought to the attention of school administrators and teachers through regular and special circulars and monthly bulletins and through memorandums. Direct supervision and personal contacts are maintained through Ministry-appointed Directors of Education and Inspectors in the Provinces. They are responsible for guiding and controlling schools within their jurisdictions and for submitting regular reports to the Ministry.

In the formulation of its education program, the Ministry receives annual plans submitted by its Provincial administrative and teaching personnel, to whom local bodies such as the Parents Boards (Comités de Padres de Familia) and the Municipal Councils may submit suggestions. Through its Provincial school inspectors, the Ministry endeavors to stimulate the organization and meetings of the Parents Boards which contribute to the operation of their local schools by supplying furniture and other materials and maintaining school premises and streets in the vicinity of the schools. Municipal Councils assist by contributing buildings, furniture, teaching materials, living allowances for teachers, and scholarships.

Republic of El Salvador

República de El Salvador

**November 19, 1958* [1]

The Republic of El Salvador is a unitary State. Legislative power is vested in a unicameral Legislative Assembly, executive power in the President and Ministers and Under-Secretaries of State (Council of Ministers or cabinet), and judicial power in separate courts.

Official Bodies Concerned With Education

Control of public functions in education is in the hands of the central Government with the Ministry of Culture (Ministerio de Cultura Popular—usually shortened to Ministerio de Cultura) being the principal official body in charge. Certain specialized schools and educational programs are operated by Ministries directly concerned, such as the Vocational Agricultural School by the Ministry of Agriculture, the National Military School by the Ministry of Defense, the Public Administration School by the Ministry of Finance, the National School of Nursing by the Ministry of Health, and the Worker Education programs by the Ministry of Labor. Under Article 205 of the 1950 Constitution, "The University of El Salvador is autonomous in its teaching, administrative and financial aspects. . . ."

The Ministry of Culture was established by *Executive Decree No. 3* of February 28, 1945, in conformity with Constitutional provisions then in effect. Prior to that date, educational and cultural functions were exercised by a combined Ministry of Foreign Affairs, Justice, and Public Instruction. The legal basis for the Ministry and its officials and functions is found in Article 71 of the Constitution (authorizing such Ministries as may be necessary to conduct the public business) and certain other articles—notably those in Title XI (Social Rights) under Chapter III (Culture—Articles 197–205) setting forth the powers of the State in matters of education.

---

[1] Under Article 161 of the Nation's Constitution, the "juridical personality of the Catholic Church is recognized" and other churches "may obtain recognition . . . in conformity with the law."

Before September 1962 expiration of the President's term of office, a *coup d'état* resulted in the President being replaced on October 26, 1960 by a Provisional Civilian-Military Group (Junta). On January 25, 1961, another *coup d'état* resulted in establishment of a Provisional Civilian-Military Directorate exercising both executive and legislative functions until popular election of a Provisional President who took office on January 25, 1962 for service until election and installation of the President by July 1, 1962.

Under Article 42, a Minister may not be a member of the Legislative Assembly; any Deputy who accepts appointment as Minister, thereby ceases to be a Deputy. By virtue of his position, the Minister of Culture (Ministro de Cultura Popular—usually shortened to Ministro de Cultura) is a member of the Council of Ministers and has an indefinite term of office. Under Article 72, the Minister of Culture like other Ministers, is appointed by the President of the Republic who may also remove him or accept his resignation. Article 73 of the Constitution requires that "A Minister or Under-Secretary of State must be a Salvadorean by birth, over twenty-five years of age, a layman, of well-known morality and education, and in the exercise of rights of citizenship for six years immediately preceding his appointment." According to Article 74, persons who might benefit in certain ways in their private or business life or who are close relatives of the President are barred from Ministerial positions.

The Minister of Culture is primarily responsible to the President. He also is subject to summons and interpellation by the Legislative Assembly, which may bring him to trial before the appropriate judicial tribunal for official and ordinary offenses, with resulting removal from office if convicted. Article 78 of the Constitution specifies that a Minister is automatically removed from office if he fails to submit an annual report to the Legislative Assembly at a specified time.

Organization

The Ministry of Culture is organized into Directorates-General, Departments, Sections, and other administrative units which fall under a General Administrator responsible directly to the Under-Secretary of State for Education who, in turn, is responsible to the Minister of Culture. Directorates-General with functions generally apparent from their names, are: (1) Primary Education, (2) Intermediate (Secondary) Education, (3) Normal Education, (4) Physical Education, and (5) Fine Arts.

Departments functioning directly under the General Administrator include Agricultural Education, Literacy and Adult Education, Correspondence, Editorial, Fiscal Affairs, Legal Affairs, and School Supplies and Buildings. Other units of the Ministry are concerned with the administration of the higher Normal School, administrative services, personnel, public relations, and records. The Ministry also has separate organizational structures for various educational and cultural institutions.

Authority, Responsibility, and Functions

Article 197 of the Constitution includes the provision that "Education is an essential power and duty of the State, which shall organize the educational system and create such institutions and services as are necessary." Except for the autonomous University of El Salvador (which is governed by statutes based on a law establishing the general principles for its organization and functioning) and those specialized schools and educational programs operated by other Ministries of the National Government, the Ministry of Culture has jurisdiction over the operation of public schools.

This jurisdiction includes authority to: (1) Decide numbers, location, and kinds of schools; (2) administer educational funds for purposes authorized by law; (3) determine curriculums and courses of study; (4) prescribe examinations, determine pupil promotions, and grant diplomas of graduation; (5) supervise and inspect schools; (6) handle matters pertaining to training, selection, appointment, promotion, and salaries of school and educational personnel; (7) make and administer regulations pertaining to school attendance; (8) construct, finance, and administer school buildings; (9) provide for health examinations and health care of school children; and (10) select, prepare, and distribute textbooks. Under Article 201 of the Constitution, "Teaching in official establishments shall be by laymen."

Under the same Article, "Private educational centers shall be subject to regulation and inspection by the State." The Ministry of Culture controls private schools by authorizing their existence, prescribing curriculum and examinations, issuing diplomas of graduation, inspecting school operations, establishing and enforcing regulations for the training and licensing of teachers and administrators, prescribing school attendance regulations, and requiring health examinations and care of school children.

Under Article 201 of the Constitution, "The State may assume charge, exclusively, of the training of teachers." In the field of higher education, the Ministry of Culture controls and operates the Higher Normal School of San Salvador, a training center for secondary school teachers. Though independent of Ministry control, funds for operation of the University of El Salvador are provided by the Government through the Ministry of Culture.

Schools operated by the Ministry of Culture through its Directorate General for Fine Arts include those in the dance, music (including the National Conservatory of Music), the plastic arts, and the theater. Other schools operated by the Ministry include those in social service, the Center for rehabilitation of the Blind, and the National School of Business. The Ministry also conducts literacy training and adult education programs through cultural missions reaching into various parts of the country.

The administration of Government sponsored sporting events, stadiums, gymnasiums, and playing fields, as well as physical education programs in and out of school, are responsibilities of the Ministry of Culture. It also has partial responsibility for administering the National Theater and traveling theater activities as well as control of the National Library, the National Museum, the Department of Archaeological Excavations, Cultural Films, Mobile Libraries, and the Zoological Park.

Research studies undertaken in the Ministry are designed primarily to assist in meeting operational problems as exemplified by studies on curriculum revision and teacher education.

The Ministry maintains educational and cultural relations with other countries and with intergovernmental organizations such as UNESCO, OAS, and the Organization of Central American States (known by its initials in Spanish as ODECA). Within the Ministry there is a special representative for relations with ODECA in cultural matters and budgetary provision has been made in the Department of Correspondence for a Permanent Secretary of the National Commission for Cooperation with UNESCO. The Ministry renders advisory service to the Ministry of Foreign Relations in developing the country's international policy in educational and cultural matters, and determines the responsibilities of Salvadoran Cultural Attachés abroad. It is the channel for participating in technical cooperation projects in education with other Governments and intergovernmental organizations.

Administration

Ministerial policies and regulations are brought to the attention of school administrators, teachers, and others concerned by means of formal decrees and directives, educational seminars and conventions, and visits by inspectors to local schools. Ministry representatives for each educational district (circuito) supervise primary schools in that district, with number of inspectors depending on size of the district. Each local governmental unit or municipality (municipio) has an education committee or board to assist with educational administrative work, including that pertaining to management of school buildings and compulsory attendance regulations.

The Ministry receives suggestions on educational planning and financing from community groups. Parent-teacher organizations participate in educational affairs particularly in the financing of local educational programs. Professional educational groups play a lesser role because of the small number of teachers who are members of such groups. Educational advisers under bilateral and multilateral programs of technical cooperation assist the Ministry in planning and developing educational programs. A National Educational Council (Consejo Nacional de Educación) composed of representatives of different groups such as teachers, parents, and the press, is designed to be a principal advisory body and a secretariat for it has been established in the Ministry.

Empire of Ethiopia

(Yaiteyop' eyā Negusa Nagast Mangest)

**July 20, 1959*[1]

ON THE TWENTY-FIFTH ANNIVERSARY of his coronation, the Emperor of Ethiopia proclaimed the revised Constitution for the Empire of Ethiopia. Under this November 4, 1955 fundamental law, sovereignty "is vested in the Emperor and the supreme authority over all the affairs of the Empire is exercised by Him as the Head of State" in accordance with its provisions.

Appointed Ministers "form collectively the Council of Ministers . . . responsible to the Emperor for all advice and recommendations given to Him in Council." As deemed appropriate, the Emperor convenes a Crown Council consisting of the "Archbishop, such Princes, Ministers, and Dignitaries as may be designated by Him, and the President of the Senate." Parliament consists of an elected Chamber of Deputies and a Senate appointed by the Emperor. Judicial power is vested in the Supreme Imperial Court and Courts established by law. The Supreme Imperial Court has jurisdiction in the event of a case against a Minister for an alleged offense in connection with his official functions.

"The Ethiopian Orthodox Church . . . is the Established Church of the Empire and is, as such, supported by the State." Amharic is the "official" language while an order of His Imperial Majesty requires that "All subjects, except the Amharic language, must be taught in English from the third grade on." In keeping with United Nations GA *Resolution 390* (*V*) of December 2, 1950, the pre-World War II Italian Colony of Eritrea on September 15, 1952 became an autonomous body federated with the Empire of Ethiopia under the sovereignty of the Ethiopian Crown.

---

[1] An Embassy official of this Government telephoned the Office of Education on August 13, 1959 to advise that his home Government received the National section after elapse of the 3 months suggested for receipt of comments and that it would like to help by supplying a few comments on changes which had occurred. By mutual agreement, the National section was held open as long as possible for receipt of any additional material.

Official Bodies Concerned With Education

The Imperial Ethiopian Ministry of Education and Fine Arts (Yaiteyop' eyā Negusa Nagast Mangest Yatemhertenā Yasena T' ebab Ministēr)—popularly called the Ministry of Education—was proclaimed and established in 1894 by Emperor Menelik II. A break occurred in its operations after Italian annexation of the Nation on May 9, 1936. Immediately after the restoration on May 5, 1941, the Ministry was reestablished with the Emperor holding the portfolio as the Imperial Ethiopian Minister of Education and Fine Arts (Yaiteyop' eyā Negusa Nagast Mangest Yatemhertenā Yasena T' ebab Minister). By the *Emperor's Order* of November 30, 1947, a Board of Education and Fine Arts was established as a policy-formulating body directly under His Majesty's authority and with status coequal to that of the administrative post of Minister of Education. When the post of Minister is vacant, the Emperor may vest the Board with the Ministerial responsibility.

Another official National body devoted to education is the University College of Addis Ababa founded on March 20, 1950 under *Imperial Charter* and operating under a separate educational grant from the Emperor. In addition, certain Cabinet level Ministries other than the Ministry of Education have operating responsibilities for educational programs in their particular fields such as:

Agriculture—secondary and higher level agricultural education
Interior—police schools
Post, Telegraph and Telephone—communications training
Public Health—public health education, and
War—military service institutions.

Under Article 27 of the Constitution, "The Emperor determines the organization, powers and duties of all Ministries, executive departments and the administration of the Government and appoints, promotes, transfers, suspends and dismisses the officials of the same." Article 66 specifies his "right to select, appoint and dismiss the Prime Minister and all other Ministers and Vice Ministers each of whom shall, before entering upon his functions, take before the Emperor the . . . oath of fidelity . . ." Under Article 67, neither a Prince "eligible for the Crown" nor one "whose parents were not Ethiopian subjects at the time of his birth shall be appointed a Minister."

Article 68 states: "Each Minister shall be individually responsible to the Emperor and to the State for the discharge of the duties of his respective Ministry, including the execution of the laws and decrees concerning the Ministry." Article 71 requires Ministers to "discuss in Council and through the Prime Minister submit to the Emperor all matters of policy therein discussed." The Prime Minister communicates to Parliament Council proposals for legislation after the Emperor has approved them.

Such Constitutional Articles as 73, 74, 84, and 121 affect the rights and responsibilities of Ministers. They "have the right to attend any meeting of either Chamber of Parliament, or any joint meeting of the Chambers or any meeting of any committee of either Chamber, and to speak at such meetings on any question concerning the conduct of their Ministries; and they shall be obliged in person, or by their deputies, to answer verbally or in writing questions concerning the legislation to be enacted." They may not accept private employment or enter into an arrangement with the Government for "exclusive privilege in the nature of a concession or monopoly." They have immunity in relation to statements to Parliament and are obliged to open their Ministry account books and records to the Auditor General.

Organization

Reporting to the Emperor are the 5- to 10-member Board of Education and Fine arts (with statutory powers to "guard and advance the interests of National Education") and the Minister of Education and Fine Arts as chief administrative official in the Ministry. The Vice-Minister, who also is President of the Board, performs the duties of the Minister in the latter's absence. Under the Vice-Minister, the permanent Director General of Education serves as Executive Officer of the Ministry. Assisting both the Vice-Minister and the Director General of Education are an Educational Advisory Group and a Long-Term Planning Committee. Reporting to the Director General of Education are the heads of organizational units listed below with their subordinate units.

Directorate General for Administration—with Accounting, Archives, Land Domain and Legal, Personnel, Physical Plan, and Stores Departments

Directorate of Research and Curriculum—with Curriculum Development, Library and Museum, School Planning, School Statistics, Teaching Materials, and Test and Measurement Departments

Directorate of School Administration—as the channel of communication between the Ministry and the school system through an Addis Ababa and the various Provincial Education Officers, and having units for

Adult Education, Arts and Crafts, Inspection Service, Nongovernment Schools, Physical Education, and School Health

Foreign Student Department

Special Schools and Institutions of Higher Learning Department—as a liaison office with such institutions, and

Teacher Education Department—to which teacher training schools are attached.

In each Province there is a local Board of Education with responsibility for meeting at least once each 6 months under the Governor-General (or in his absence the Director General or the Secretary General) of the Province as ex officio presiding member. The Head Master of the principal school in the Provincial capital and the senior education officer are ex officio members. Other members are persons at least 21 years of age who have resided in the Province not less than 5 years. In Eritrea, an Educational Attaché is stationed in Asmara to maintain liaison between the Imperial Ethiopian Ministry of Education and Fine Arts and the Eritrean Ministry of Education.

Authority, Responsibility, and Functions

Articles 26 through 28 of the *Emperor's Order to Define the Powers and Duties of Our Ministers* specify that:

> 26. The Minister of Education and Fine Arts is the Head of one of the Departments transacting State Affairs, namely, the Ministry of Education and Fine Arts, and is responsible for the direction and execution of the following matters—
>
> 27. He will prepare and submit draft laws necessary for the proper administration of his Ministry. He will make regulations in accordance with the law. He will give orders as may be necessary to ensure the carrying out of the work of the Ministry and will supervise its execution.
>
> 28. The Minister of Education and Fine Arts shall in accordance with the law:—
>
> (a) develop education and the Arts within Our Empire;
> (b) define the nature of and the curriculum for schools and technical-schools;
> (c) control private educational institutions;
> (d) establish such Fine Arts as seem to be useful for Our subjects and whose value has been scientifically proved;
> (e) establish an Academy for the promotion of research in languages and Fine Arts;
> (f) inform himself on the progress of science and arts in the world which he will make known to Our subjects through publications;
> (g) establish libraries where the public may read books on Science, Arts and History;
> (h) establish Government Museums;
> (i) issue certificates for the higher educational standards.

In addition to the Order establishing the Board of Education, there are two Proclamations of the same November 30, 1947 date which relate to education. One—the *Educational Tax Proclamation*—provides for the collection of an education tax. The other is *A Proclamation to Provide for Education Expenditure.*

Within the provisions of the two basic Orders, the two Proclamations, and related regulations, the Ministry directs and coordinates the operations of Government primary, middle, academic secondary, and combination schools, and provides assistance to other Ministries concerned with specialized schools. It is responsible for establishing and constructing schools under its direct jurisdiction. The Director General prepares the proposed annual budget for Ministry needs. Except for schools in Addis Ababa, those classified as elementary under the 1947 Proclamation on education expenditure, are financed by the Local Education Tax collected in the Province in which they are situated while those at higher level are financed by the Central Treasury.

The Ministry defines courses of study and curiculums, plans study schedules, prepares and controls examinations, and inspects schools for conformance to policy. It handles employment matters (including counseling, certification, pay and personnel records) in accordance with regulations for Government employees made by the Council of Ministers and approved by the Emperor as prescribed by Article 66 of the Constitution. In addition, the Ministry provides general instructional guidance to teachers and guidance on such special matters as arts and crafts, audio-visual aids, and physical education. It has a Textbook Committee working with its Curriculum Committee to select textbooks appropriate to the published curriculum. It also is responsible for health supervision of pupils and for school sanitation.

Under the Minister's responsibility to "control private educational institutions," the Director General of Education is required to secure reports from private schools in which Ethiopians are enrolled and to check on purposes and programs of such schools throughout the Empire. Orthodox Church schools exist in greater numbers than the Government schools. There also are other institutional and missionary schools.

Under regulations concerning missionary activities proclaimed on August 27, 1944, the Minister of Education "may in his entire discretion allow or refuse" applications to establish missions. The regulations also provide for a Committee on Missions "under the presidency of the Minister of Education and consisting of the Ministers of Education, Interior and Foreign Affairs or their duly designated representatives" which establishes "regulations defining the areas in which Missions may operate or from which they are debarred." Article 15 of the regulations specifies that the Minister of Education has authority concerning the use and teaching of foreign languages, age of admission and leaving age of pupils, and syllabuses and organization of the mission schools. He also has discretion in determining whether or not a missionary shall be subject to deportation for contravention of the regulations.

The Ministry selects students for the secondary teacher education program in the University College of Addis Ababa. Through a special representative, it participates in developing the program of the Building Institute (operating under an agreement with the Government of the Kingdom of Sweden) as well as the Engineering College (created out of the Technical School established in 1943). The program of the Agricultural College, operating under international agreement with the Government of the United States of America, falls within the technical province of the Ministry of Agriculture.

With bilateral technical assistance, the Ministry of Education operates field audio-visual units and school libraries. Through its Directorate of Research and Curriculum, it conducts National Surveys (such as on child growth and development related to learning and on incidence of physical disabilities among school children in different localities), develops diagnostic tests for Ethiopian schools, develops experimental school programs, and has a series of research projects going in such areas as administration, equality of educational opportunity, and record keeping.

In its 1958 budget, the Ministry of Education made provision for an Ethiopian National Commission for UNESCO. The Ministry reports on educational progress to the IBE/UNESCO International Conference on Public Education. It also is concerned with the appointment and conditions of service of foreigners as well as of Ethiopians in educational posts within the country.

Administration

Constitutional Article 88 requires that "All Imperial Decrees and all ministerial decrees and orders shall be published in the Negarit Gazeta" which is the official gazette issued in Amharic and in English. Those concerned also are informed of decrees, policies, rules, regulations, and directions relating to education through written Ministry directives and through personal contacts established with schools by the Directorate of School Administration.

Legislation developed in keeping with Article 129 of the Constitution relating to towns, provides for citizens to represent their constituents in community and National matters at a conference held annually at the National Capital. An Advisory Group for Education is a committee responsibility for these representatives. An annual Provincial Education Officers Conference is held in the Capital City also.

Provincial officers report verbally and in writing on problems and recommendations of educational personnel they represent. Local Boards of Education in each Province may send suggestions and recommendations to the Ministry through the Provincial Education Officer or by their own representatives. Committees appointed by the Minister of Education and those appointed by the Board of Education make suggestions to the Minister on a continuing basis.

Republic of Finland

Suomen Tasavalta—Republiken Finland

May 29, 1959

UNDER THE *Form of Government Act* of 1919, legislative power in the Republic of Finland is exercised by the elected unicameral Diet in conjunction with the President. Supreme executive power is vested in the elected President who supervises State administration. He chooses a Council of State (Cabinet) consisting of a Prime Minister and Ministers to direct administrative departments. Number and general extent of jurisdiction are fixed by law while details governing apportionment of business among them are decreed by Presidential ordinance. Judicial power is exercised by independent courts. Among appeals received by the Supreme Administrative Court are those which might be brought against decisions of the Central School Board. A special High Court is concerned with illegality in official acts by responsible officials.

For purposes of administration, the country is divided into Provinces (under Governors appointed by the President), shires, and communes with community administration being "established upon the principle of local autonomy as prescribed by special laws." Finnish and Swedish are National languages. The Evangelical Lutheran and the Greek Orthodox Churches of Finland are State Churches.

Official Bodies Concerned With Education

The Ministry of Education (Opetusministeriö) under one of the Ministers in the Council of State, has responsibility for most educational matters. In their areas of competence, other Ministries under other Cabinet members inspect specialized educational institutions in their fields of interest which operate under local administration and have certain specialized educational matters under their direct control:

Agriculture—College for Veterinary Science; collegiums, institutes, and research centers in such fields as agricultural education, fishing, forestry, geodetics, home industries, and veterinary science; home economics schools, teachers colleges, and the Consultant College in this field; home industries, horticulture, homemaking and household management schools; and State Farm schools

Commerce and Industry—Central professional schools, Finland Institute of Technology, Institutes of Geological Research and of Oceanography, navigation schools, Professional School for Deafmutes, State Institute of Technological Research, and certain other technical schools and colleges

Defense—military schools

Foreign Affairs—educational and cultural relations with other countries

Interior—medical care of school children in elementary schools, and

Social Affairs—Harviala Youth Colony, reform schools, and the State Professional Reform School; institutes for the disabled, handicapped, and mentally retarded; and inspection of communal and private children's homes and day nurseries as well as reform schools and institutes in its fields of interest which are under local administration.

In 1809 when the Government Council—a predecessor of the Council of State—was established, educational affairs were supervised under the Council by the Ecclesiastical Affairs Committee of its Economic Department and by its Chancery Committee. In 1816, the Government Council became the Senate and in 1841 educational affairs handled by its Chancery Committee were transferred to the Ecclesiastical Affairs Committee renamed Ecclesiastical Affairs and Education Committee in 1917. The next year the Senate became the Council of State and its Committees became Ministries.

Article 1 of the *Law of 1922* on *Number and General Field of Action of the Ministries of the Council of State* lists the Ministry of Education. According to Article 3, it "shall deal with matters concerning education, the Evangelical Lutheran Church and other religious bodies, science, arts and sports." A more detailed list of duties is given in Article 12 of the *By-Laws* of the Council of State which also specifies the institutions and offices under the Ministry.

Article 36 of the *Form of Government Act* specifies that Council of State members, "who must enjoy the confidence of the Diet, shall be chosen by the President from among the citizens of Finland native born and known for their honesty and ability." There are no other legal requirements for appointment. In practice, the President appoints a Prime Minister and charges him with recommending candidates to form the Cabinet and hold the various portfolios.

Cabinet members usually are selected from among Diet members. Terms are indefinite and depend on individual and collective retention of confidence. The Minister of Education (Opetusministeri) is directly responsible to the Prime Minister and, through the latter, to the President. He shares in the responsibility of the Council of State and is politically responsible to the Diet.

The *Form of Government Act* contains various provisions affecting responsibilities and rights of Ministers. According to Article 20, laws "shall be signed by the President and countersigned by the competent minister." Under Articles 34–35, 43, and 45, Presidential decisions are made in the Council of State on the report of the Minister involved, with the Minister countersigning for correctness of form and for purposes of validation. Each Minister is responsible for the decisions unless he has "expressed a different opinion recorded in the minutes." If a Minister finds a Presidential decision "to be contrary to the law," he refers his opinion to the Council of State which makes a representation to the President if its Chancellor of Justice deems the decision to be contrary to law. If the President "adheres to his decision," the Minister "must refuse his countersignature."

Under another fundamental law—the *Diet Act* of 1928—Representatives may present questions to the Speaker for the Minister concerned and the Minister answers orally or in writing, or motives for refusal are brought to the attention of the Diet. Representatives also may present interpellations to Ministers in the same manner. Articles 44, 52, 53, and 59 prohibit members of the Government from being members of Diet committees; require Ministers to see that data needed by the Diet are communicated "without delay" or to justify their refusal; and give them the right to attend and participate in committee meetings (unless the committee decides otherwise) and Diet plenary sittings. They may participate in debates "but not in resolutions" unless they are members of the Diet and they are entitled to "favored turn" when they request the floor.

Organization

Under the Minister's jurisdiction, there are a Chief of Chancery and the following institutions and offices with specified subordinate institutions in district and local administration:

- Academy of Finland
- Archaeological Commission—to take care of archaeological discoveries
- Central School Board with its Director General and the following organizational units:

Joint Offices—Accounting Office, Bureau for Building Construction, Chancery, and Inspection Office

Popular Education Department with each of the following Sections having an inspection function over schools and institutions in its fields: *Section I* mainly concerned with compulsory public education and public elementary schools; *Section II* in charge of pedagogic supervision of elementary education and training of elementary school teachers, and with the Inspector of Schools for the Blind and the Deaf reporting to it (and to the Swedish Department named below); and *Section III* supervising adult education

Secondary School Department including: *Section I* in charge of the administration of State secondary schools, and *Section II* in charge of inspection of secondary schools, private secondary schools, school experimentation, and training of teachers for secondary schools, and

Swedish Department concerned with Swedish schools (using the Swedish rather than Finnish language) and educational services (elementary and secondary schools and adult education) and with the Inspector of Schools for the Blind and the Deaf reporting to it as well as to *Section II* of the Popular Education Department.

Church Boards including the Central State Church Board (Evangelical Lutheran) with its Bishop's Council in the District administration and related parishes in the local administration, and the Greek Orthodox Church Board with its dioceses in the district administration and parishes and monasteries in the local administration

Film Board and Film Censorship Office

Jyväsklä Pedagogical Institute

Separate Bodies—Examining Commissions for Finnish and Swedish languages; Finnish Section of Nordic Cultural Activity; National Commission for UNESCO; State Commission for Adult Education, Dramatic Arts, and Fine Arts; State Educational Excursions Commission; State Scientific Commission and Art Board; State Sports Commission; and State Youth Commission

Soviet Institute

State Archives—with Provincial Archives in the district administration and an inspection function related to communal archives under local administration

State Library Commission and State Library Office--with District Library Inspection Offices and an inspection function over libraries under local administration, and

The University of Helsinki and a direct inspection function over other institutions of higher learning.

Authority, Responsibility, and Functions

Under Article 44 of the *Form of Government Act*, the competent department is required to prepare questions considered by the Council of State, "supervise the administration within its own sphere of authority," and take "measures to enforce the laws, ordinances and decisions of the council." Articles 14, 41, 62, 75, and 84 include provisions affecting education. "The State shall provide for the intellectual . . . needs of the Finnish and Swedish populations . . . in accordance with identical principles." Special regulations define the extent to which matters relating to administration of The University of Helsinki are "withdrawn from the competence" of the Council of State. General principles on use of schools belonging to the State "shall be fixed by law." Military conscripts are entitled to receive instruction either in the Finnish or Swedish language according to their native tongue. "Employments of a technical nature, teaching posts in the university or other high schools [and] posts of teacher of foreign languages in the schools . . . may be held by other than Finnish citizens." Articles in Chapter VIII in the Act relate specifically to education:

> 77. The University of Helsingfors [Helsinki] shall retain its right of autonomy.
>
> New regulations concerning the principles of the organization . . . shall be determined by law; but details . . . shall be regulated by ordinance. In both cases the senate of the university must be previously consulted.
>
> 78. The State shall promote the study of, and higher instruction in, the technical, agricultural, and commercial sciences and other applied sciences, as well as the practice of and higher instruction in the fine arts, by maintaining and establishing for all these branches special schools of higher learning in so far as they are not represented at the university, or by giving grants in aid to private institutions for these purposes.
>
> 79. The State shall maintain at its expense or, if necessary, subsidize schools for secondary education as well as for higher primary education. The principles of the organization of state-owned schools shall be established by law.
>
> 80. The principles governing the organization of primary instruction, the obligations of the State and the communes to support primary schools and compulsory education, shall be determined by law.
>
> Instruction in the primary schools shall be free to all.
>
> 81. The State shall maintain or, so far as necessary, subsidize institutions for instruction in the technical professions, in agriculture and its allied pursuits, in commerce and navigation, and in the fine arts.
>
> The right to establish private schools or other private institutions of instruction and to organize instruction therein shall be regulated by law.
>
> Instruction given at home shall be subject to no supervision by the authorities.

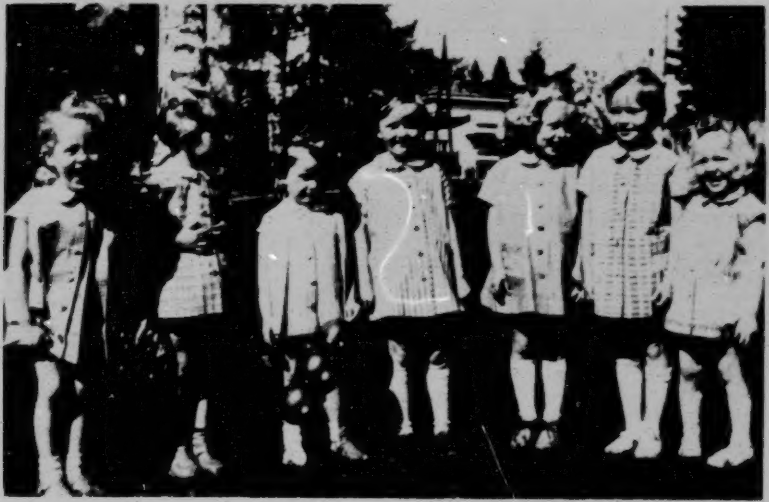
Supplementing this policy, specific laws spell out principles. Examples are the *Education Act* of August 8, 1872 as amended through the years which relates to State secondary schools, the *Act* of September 26, 1947 on form of the matriculation examina-

BEST COPY AVAILABLE

tion, and the *Technical Institutions Act* of 1939. Ordinances such as those relating to the University and confirmations of Central School Board recommendations provide further detail.

Within such provisions, executive power over schools rests either with the Central School Board or with local administrative organs. For example, an individual folk (elementary) school has its School Board under a Folk School Committee for the community. The Committee includes at least 5 members elected by the Community Council and has a member who is a teacher. Law governs number of elementary schools in an area with the Central School Board seeing that the law is observed. Establishment of Government controlled secondary schools depends on Diet appropriations to the Ministry while other public secondary schools are established by the local administration.

The State makes grants to schools at local level and finances State schools. Local committees make course and curriculum plans for elementary schools using textbooks issued by the Central School Board. Then the school director prepares an annual program proposal for confirmation by the local School Board and the Inspector of Elementary Schools. State secondary schools follow plans confirmed in 1941 on recommendation of the Central School Board.



Courtesy, Embassy of Finland, Washington

These wee lassies are modeling dresses made by their elder sisters in the Valkeakoski Vocational School financed by the Republic of Finland and operating under plans confirmed on recommendation of the Central School Board of the Ministry of Education.

Laws and decrees affect how and when subjects shall be taught as well as the training of teachers. The Central School Board has control over teachers through its inspectors for elementary schools in the district administration or its central officials in the case of secondary schools. Elementary teachers are chosen by the local School Board; State secondary school teachers by the Central School Board. Salaries for both are stipulated by law. For Government controlled secondary schools, construction is handled by the Bureau for Building Construction of the Central administration.

Health care (including dental care) for elementary schools is controlled by the Board of Medicine under the Ministry of the Interior. Health care for State secondary schools is controlled by the Central School Board.

The Central School Board issues regulations under which teachers transfer or promote pupils. Textbooks approved by the Board are free in elementary schools and are financed by funds provided in part by the State and in part by the local community.

The Council of State grants permission for establishment of private secondary schools and the State provides subsidies to them. The Central School Board confirms their educational plans which are in general conformity with public school plans. Private secondary school teachers are required to meet the same standards as public school teachers. They are appointed by the private authority concerned at salaries following public scales. By permission of the Council of State, municipal secondary schools can be established and attached to elementary schools in sparsely populated areas. Their educational plans conform to those of State secondary schools while being provided and controlled by elementary school authorities.

Except for The University of Helsinki which has internal autonomy, the institutions of higher learning function under direct Ministry controls. The Ministry has control over without operating institutions under its jurisdiction. Its research is confined to data incident to presentations to the Council of State.

The Republic of Finland became a member of UNESCO on October 10, 1956. A February 20, 1957 *Decree* provided for establishment of the Finnish National Commission for UNESCO under Ministry of Education control. Its advisory organ is the UNESCO Board of Negotiators (representatives of educational and cultural organizations) appointed by the Minister of Education. Under Article 33 of the *Form of Government Act*, "Every communication with foreign powers or with the diplomatic representatives of Finland abroad must take place through the minister to whose department belongs the management of foreign affairs."

Administration

Laws are published by the State for the information of those concerned. Ministry regulations and instructions are issued either by the Ministry or through its Central School Board to institutions and offices directly under Ministry control and by the Central School Board to organs of district and local administrations for forwarding to other schools. Professional and community groups and individuals make recommendations affecting educational matters to the Central School Board. Recommendations also are made by constituents to Diet members.

French Republic

République Française

May 26, 1959[1]

NATIONAL SOVEREIGNTY, under the 1958 *French Constitution*, belongs to the people who exercise it through representatives and in referendums. The elected President is "guarantor of the independence of the judicial authority." He presides over the Council of Ministers, appoints the Prime Minister (Premier), and terminates his functions when the Prime Minister presents the resignation of the Government. The Prime Minister directs the operations of the Government and "may delegate certain of his powers" to the Ministers. The Government determines and directs the policy of the Nation. Its members have access to the Chambers of Parliament (elected National Assembly and Senate) and "shall be heard" on request. "All laws" are passed by Parliament, with matters falling within the domain of law being specified. Other matters are of a "regulatory character." The Territorial Units of the Republic are the Communes, the Departments, and the Overseas Territories—"free to govern themselves through elected councils and under conditions stipulated by law."

---

[1] *See* James F. Abel, *National Ministries of Education*, United States Department of the Interior, Office of Education Bulletin, 1930, No. 12. Washington: Government Printing Office, 1930, p. 141–42 *and* French monthly *Bulletin Administratif du Ministère de l'Education Nationale* for data from French writings citing additional landmarks pertinent to establishment of the Ministry of National Education.

The first publication reports that a May 1, 1802 *Law* provided for 3 Inspectors General "charged with visiting the lycées annually." An August 5, 1815 *Order* established a Commission of Public Instruction under the Ministry of the Interior. The Commission became the Royal Council of Public Instruction under a July 22, 1820 *Ordinance*. A December 21, 1820 *Order* made the President of this Council a Minister-Secretary of State and a member of the Council of Ministers. "The ministerial era in Franch education had begun." On August 26, 1824, His Majesty King Louis XVIII created the Ministry of Ecclesiastical Affairs and of Public Instruction. Around 1830 public instruction was separated from religious affairs. Portions of the February 25, 1875 Constiutional Law defining "duties of the President and of his ministers" provided authority for the legal basis for the "Ministry of Public Instruction and Fine Arts." The second publication identifies this Ministry in 1933 as the Ministry of National Education.

Official Bodies Concerned With Education

The Ministry of National Education (Ministère de l'Éducation Nationale) under a Government member, exercises most of the authority over public education and public schools. Some specialized authority for schools falls within the jurisdiction of such Ministries as the following:

> Agriculture—agricultural schools
> Armies—military schools
> Foreign Affairs—French educational institutions in foreign countries
> Industry and Commerce—higher professional schools for engineers
> Justice—rehabilitation schools, and
> Public Health—special schools for the disabled.

Decree No. 59 212 of February 3, 1959 placed under the jurisdiction of the Minister of State in charge of cultural activities, the Directorate General of Arts and Letters (fine arts, museums, music, and theaters), the Archives, the Department of Architecture, and the Services of the High Commissioner of Youth and Sports which formerly were under the Minister of National Education.

The "dispenser of education" was the Roman Catholic Church until the principle of "free education available to all" was proclaimed at the time of the French Revolution. On September 3, 1791, the Convention Assembly enacted a *Law* on the organization of public schooling which resulted in establishment of the initial National body for education. In 1806, Napoleon created the Imperial University (denoting the whole of French academic institutions) and vested it with control of education.

Between 1875 and 1890 during the early years of the third Republic, a series of educational laws was passed which set the general basis for Ministry functions and organization. Among them were the February 7, 1880 *Law* constituting the Higher Council of National Education as a consultative body to the Minister, the June 16, 1881 *Law* abolishing school fees, and the March 28, 1882 *Law* on free and compulsory secular education at the primary level.

The 1958 Constitution does not name specific Ministries. Its Preamble proclaims attachment of the French people "to the Rights of Man . . . defined by the Declaration of 1789, reaffirmed and complemented by the Preamble of the Constitution of 1946" of the fourth Republic. Under the 1946 Preamble:

> The nation guarantees equal access of children and adults to education, professional training, and culture. The establishment of free, secular, public eduaction on all levels is a duty of the state.

Article 8 of the 1958 Constitution vests responsibility in the President to appoint the other members of Government and terminate their functions on proposal of the Prime Minister. Like the others, the Minister of National Education (Ministre de l'Éducation Nationale) has an indefinite term of office. Under Article 50, when the National Assembly adopts a censure motion or disapproves the Government program or declaration of general policy, the Prime Minister "must submit the resignation of the Government to the President of the Republic." Under Article 68, Ministers (rather than the President) are "criminally liable for actions performed in the exercise of their office and deemed to be crimes or misdemeanors at the time they were committed."

There is no legal requirement on qualifications to be met. The Minister may be appointed from among members of Parliament or from outside that body. Article 23 makes his office "incompatible" with exercise of a Parliamentary mandate; holding of office at the National level in business, professional or labor organizations; and public employment or professional activity. Article 57 precludes his membership on the Constitutional Council (concerned with constitutionality of laws and the like).

Under Articles 13 and 19, the President signs "ordinances and decrees decided upon in the Council of Ministers;" except as otherwise specified, Presidential acts require countersignature by the Prime Minister "and should circumstances so require, by the appropriate ministers." Within the executive power, the Minister is responsible to the Prime Minister. As a member of Government, his primary responsibility is to the National Assembly—individually for his own acts and a share in the collective responsibility for the general policy of the Government. Provision is made in Article 48 for a meeting a week in Parliament to "be reserved, by priority, for questions asked by members of Parliament and for answers by the Government."

Organization

Under the Minister of National Education, there are two major divisions, each with subordinate parts:

Central Services including (1) the Minister's Departmental Office with management control powers; (2) Inspectorate of senior officials, (3) Consultative Committees (with some elected members) to advise the Minister—Higher Council for National Education and Councils for Teaching (concerned with over-all and major educational questions) and technical and administrative joint committees (concerned with studying the status of teachers and protection of their professional interests) and (4) Directorates (headed by Directors) of:

- General Administration—accounting and preparation of the budget
- Primary Education—including preschool
- Vocational Education—training of workers, middle ranks, and higher ranks for commerce and industry
- Secondary Education—State lycées and municipal colleges
- Higher Education—higher technical training schools, universities, and higher research institutions
- Libraries
- Relations with Overseas Territories, and
- School Health—medical inspection and school canteens, and

Regional and Local Services for school administration including:

- Academies (regional divisions of the public educational system) each headed by a Rector representing the Minister and acting on behalf of the Ministry's Directorates, and each having a university, and
- Departments (county level) with the Rector and the Minister being represented in the local capital by an Academy Inspector who has the function of county director of education.

Authority, Responsibility, and Functions

Authority in the field of education stems from the Constitutional proclamation on establishment of free secular education being a State duty, Article 34 vesting in Parliament responsibility for determining "the fundamental principles . . . of education" and for financial enactments, and Article 21 authorizing the Prime Minister to delegate "certain of his powers" to the Ministers. Within such a framework the "whole authority" for public education is centralized with executive and administrative responsibility being exercised directly by the Minister of National Education and his representatives except where other Ministers have such responsibility for schools in their particular fields. The Minister of National Education consults with the Directors and his Consultative Committees in making his decisions.

The budget is prepared by the Ministry of National Education (through its Local, Regional, and Central Services) and the Ministry of Finance. The Minister of National Education proposes the budget bill for action by the National Assembly which has the initiative with respect to National expenditures. Out of funds appropriated, the State bears the cost of operating State vocational schools, lycées, and universities. Most school buildings are municipal property. In general, the Municipal Council is responsible for maintenance. The National Government finances certain construction. In Paris, for example, the lycées for girls and half of those for boys are built by the French Government. In this particular case, the Municipal Council is not responsible for maintenance. Administrative and professional staffs are paid by the State, and are appointed by and responsible to the Minister. School fees are charged by public art schools and institutions of higher learning; public education is free at the primary level and in agricultural, technical, and regular secondary schools.

Curriculums and policy and practice in recruitment and training of teachers are uniform throughout the country with the State alone having authority in pedagogical matters in public schools and in the granting of certificates and degrees to students whether in public or private schools.

There are private primary and secondary schools and Catholic and Protestant Faculties in the French Republic. A considerable portion of the art education is of a private nature. The right of private individuals and of associations, religious bodies, trade unions, and other groups, to open private schools is recognized by laws of 1850, 1875, 1886, and 1919 (relating to secondary, higher, primary, and technical education respectively) with the State reserving certain control. The laws do not authorize State interference in teaching methods. The State exercises the right to ensure that instruction is "not contrary to law and morality and that it is given under healthy conditions."

The State requires primary and technical school heads and teachers to hold diplomas or certificates (brevets) and heads of secondary schools to have a *baccalauréat* (Part I after about 11 years of schooling and Part II after about an additional year) and 5 years of practical experience in State or private schools. Regulations are not prescribed as to qualifications of teachers in private secondary schools and institutions of higher learning. State examination requirements and State authority to grant certificates and degrees tend to bring private school curriculums into conformance with those of State schools.

Public education at the higher level is under the control of the Minister assisted by the Director of Higher Education and consultative bodies. Universities have certain autonomy. Among consultative bodies are the:

Council for Higher Teaching—advising on educational questions and consisting of 14 members appointed by the Minister, 35 selected by the teaching staff, 4 ex officio, and the Director of Higher Education as Chairman

Consultative Committee—dealing with staff matters and having 25 percent of its members appointed by the Minister and 75 percent elected

University Council—concerned with budget and accounts and including Deans of Faculties with the Rector presiding

Faculty Council—concerned with use of university income and consisting of the teaching staff with the Dean presiding, and

Assembly of the Faculty—dealing with academic matters and consisting of the teaching staff.

Deans are appointed by the Minister on the advice of Faculty and University Councils. They are in charge of the Faculty; organize lectures; have responsibility for discipline, examinations, and Faculty properties; prepare budgets; and carry out Faculty Council decisions. The University Rector represents the Minister and appoints the teaching staff on the advice of appropriate consultative bodies.

In the field of research, a pedagogical institution (Musée Pédagogique) was established in 1879 for the benefit of public schools. Under *Ministerial Regulation*, it became the National Pedagogical Institute (Institut Pédagogique National) under the direct authority of the Ministry of National Education. Institute research includes selection, development, and improvement of classroom documentation and materials. The Institute also collects data on institutions and school activities, arranges professional meetings, and serves as a center for information on teaching methods and teacher training.

The Minister of National Education is a member of the Interministerial Committee for Scientific Research under the Chairmanship of the Prime Minister. Established by *Decree* on November 5, 1958, its purpose is to define National policy for scientific and technical research, promote research toward objectives deemed of primary importance to the Nation, and provide for implementation of programs adopted by the Government.

An Administrator serves as liaison officer with Government agencies on matters related to Overseas Territories and Departments. He consults the Ministry of National Education with its Directorate for Relations with Overseas Territories. Educational institutions overseas are linked directly to the Academies in Metropolitan France and have similar programs.

The Ministry of Foreign Affairs has jurisdiction in international educational and cultural relations. Its Directorate of Cultural Relations, Teaching, and Cultural Works consults with the Ministry of National Education. The latter makes personnel available for appropriate international service. As successor to the Provisional National Commission established by *Decree* on August 2, 1946, the National Commission for UNESCO was established by

Decree on February 23, 1948. Among other functions, it gives advisory assistance to the Government on the UNESCO program and on composition of delegations to the UNESCO General Conferences. Membership includes members of Parliament and of the Government as well as of appropriate organizations.

Administration

Laws affecting education are published in the *Official Journal (Journal Officiel)* of the French Republic. Ministerial regulations are decided in the Higher Council of National Education. Except for decrees, decisions or regulations are signed by the Minister, his Director, Assistant Director or Chief of Cabinet. They are published, along with laws, decrees, and Ministerial instructions relating to education, in the *Official Bulletin of National Education (Bulletin Officiel de l'Éducation Nationale)*; and distributed to teachers through the management line—Minister's Departmental Office, Directors, Rectors, Academy Inspectors, and specialized inspectors.

Suggestions and recommendations are made to the Ministry through the consultative bodies. These bodies include representatives of professional federations, trade unions, alumni groups, parents, and the like. Their views are voiced in meetings of the Consultative Committees advising the Minister. Private citizens make suggestions to Deputies in Parliament who may propose bills on such matters in the National Assembly.

Federal Republic of Germany

Bundesrepublik Deutschland

October 27, 1959

UNDER THE *Basic Law* which was passed by the Parliament on May 24, 1949 and became effective on March 15, 1955, "The Federal Republic of Germany is a democratic and social federal state." Authority "emanates from the people" with the "constitutional order in the Laender" (Länder or States) conforming "to the principles of the republican, democratic and social state based on the rule of law . . ."

Legislative power at the Republic level rests with Parliament. Its lower house is the elected Federal Diet (Bundestag) whose deputies are "representative of the whole people." Its upper house is the Federal Council (Bundesrat) consisting "of members of the Governments of the Laender which shall appoint and recall them." The Federal President is elected by the Federal Convention consisting of Diet members and an equal number "elected by the popular representative bodies of the Laender according to proportional representation." The Federal Government consists of (1) the Federal Chancellor who is elected by the Diet on the proposal of the Federal President who then appoints him, and (2) the Federal Ministers who are "appointed and dismissed by the Federal President upon the proposal of the Federal Chancellor." Judicial authority is "invested in the judges" and exercised by specified Courts at the Federal level and by those of the States.

Berlin is surrounded by territory under the control of the Union of Soviet Socialist Republics. It has a special occupation status under four Powers (French Republic, Union of Soviet Socialist Republics, United Kingdom of Great Britain and Northern Ireland, and United States of America). Under Article 1 of its 1950 Constitution, Berlin is both a State and a city. In terms of its responsibility in the field of education, that part known as West Berlin is similar to the 10 States of the Federal Republic of Germany.

Official Bodies Concerned With Education

Within the framework of the *Basic Law of the Federal Republic of Germany*, responsibility for education is shared by the State and local governments with primary responsibility resting with the States and with West Berlin. Parliament has a Federal Council Committee on Cultural Questions and a Federal Diet Committee on Cultural Policy and Publications to deal with pertinent Federal legislative proposals. There is no Federal Ministry in the field of education. Certain of the Federal Ministries deal with cultural and educational aspects of matters under their respective jurisdictions:

Foreign Office—assists foreigners to study in the Nation, handles intergovernmental relations (including those pertaining to exchange of cultural and scientific personnel, intergovernmental conferences such as the UNESCO General Conference, and the like), and provides funds for: German professors to take appointments abroad, German schools abroad, and lecturers in the German language at foreign universities

Ministry for Refugees, Expellees, and War Victims—makes provisions for assimilation of such persons including the granting of educational stipends

Ministry of All-German Affairs—concerns itself with relations with the Soviet Zone of Germany

Ministry of the Interior—deals with Federal legislative proposals and prepares reports on cultural matters relating to the Nation as a whole, encourages production of scientific films, promotes festivals, provides financial support to a number of museums, sponsors research projects, and supports the reconstruction of German archaeological and historical institutes in other countries.

In the era of the German Empire of 1871–1918, the individual States had responsibility for their own educational systems through their Ministries. In the era of the Weimar Republic (1919–33), Article 10 of the 1919 Constitution stated that the Republic "may prescribe by law fundamental principles concerning . . . Education, including higher education and libraries for scientific use . . . " Detail in Articles 142–50 on "Education and the Schools" included provision for the Republic, the States, and the municipalities to cooperate in the organization of public educatonal institutes. Centralization of educational authority and responsibility occurred during the Third Empire (1933–45). After the January 30, 1934 *Law on Reorganization of the German Nation* transferred powers of States to the National level, an *Order* of May 1, 1934 established a National Ministry of Science, Education and Public Instruction.

Less than 3 months after World War II fighting ceased in Europe, principles of control decided upon in Potsdam were announced on August 2, 1945. They called for the "decentralization of the political structure and the development of local responsibility." The National Ministry of Science, Education and Public Instruction was dissolved and the States again became autonomous in the handling of their educational systems. The top official body concerned with culture, education, and certain religious matters in each of the States and in West Berlin is the "Ministry of Education." Names vary:

- Educational Department and Cultural Department (Schulbehörde und Kulturbehörde) in the Hanseatic City-State of Hamburg
- Ministry of Public Worship and Education (Kultusministerium) in Baden-Wuerttemberg
- Office of the Minister for (Der Minister für):
  - Instruction and Public Worship and Education (Unterricht und Kultus) in Rhineland-Palatinate
  - Public Worship, Instruction and Public Education (Kultus, Unterricht und Volksbildung) in Saarland, and
  - Training and Public Education (Erziehung und Volksbildung also translated as Education and People's Culture) in Hess
- Office of the Minister of Public Worship and Education (Der Kultusminister) in Hanover, in North Rhine-Westphalia, and in Schleswig-Holstein
- Office of the Senator for (Der Senator für):
  - Education (Bildungswesen) in the City-State of Bremen, and Public Education (Volksbildung) in West Berlin, and
- State Ministry for Instruction and Public Worship (Staatsministerium für Unterricht und Kultus) in Bavaria.

Heads of these Ministries are known as Minister, Senator, or State Minister (Landesminister oder Staatsminister). They usually are appointed by the State Governor (Ministerpräsident) with the approval of the State Legislature. Except for the requirement that they be citizens, qualifications are not specified in law. The Ministers usually report to the appropriate State Governor who, in turn, is responsible to the Legislature of the State. Their terms normally extend through the 4-year legislative term. Some are appointed for the duration of the incumbent administration and some are subject to termination of service on nonconfidence vote by the Legislature.

To help meet the need for an organized means of exchanging ideas among the States and for liaison with the Federal Government, Ministers holding Education portfolios in the States organized themselves in 1948 into a *Permanent Conference of Ministers of Education of the States in the Federal Republic of Germany* (Ständige Konferenz der Kultusminister der Länder in der Bun-

BEST COPY AVAILABLE

desrepublik Deutschland) with a General Secretariat in the Federal Capital City of Bonn.

Organization

Some Federal Ministries having concerns with specified cultural and educational matters have a Cultural Department. The Per-

Photo by Pädagogische Arbeitsstelle, Wiesbaden; courtesy, Embassy of the Federal Republic of Germany, Washington

Art—absorbing the interest of this little girl in Bachschule in Offenbach—also is an educational interest of the Permanent Conference of Ministers of Education of the States in the Federal Republic of Germany.

manent Conference of Ministers of Education works with the Cultural Departments of these Federal Ministries—especially those of the Foreign Office and of the Ministry of the Interior. In keeping with Article 52 (4) of the *Basic Law* authorizing members of the Governments of the States to "belong to the committees of the Bundesrat," the Ministers of Education of the several States are members of the Federal Council Committee on Cultural Questions. They also constitute the Permanent Conference of Ministers of Education. The General Secretariat of the Permanent Conference is headed by the General Secretary and includes the:

Secretariat Coordinating Office—concerned with planning

Central Office for Foreign Educational Matters—handling the interpretation of foreign educational credentials, maintaining technical relations with educational institutions in other countries, and publishing standards for admission of foreign students to German educational institutions

Documentation and Information Center—comprising educational archives, an exhibit of teaching material, and a library; and the

Educational Exchange Office—concerned with exhange of pupils and teachers.

The General Secretariat also services the permanent Subcommittees of the Conference:

Cultural—concerned with historical monuments, museums, theaters, and the like

German Schools Abroad

School—for matters pertaining to the school system up to the level of the university, and

University—for matters pertaining to higher education and research.

The German Committee for Education and Instruction (Der Deutsche Ausschuss für das Erziehungs- und Bildungswesen) was established in 1953 in cooperation with the Minister of the Interior and the Permanent Conference of Ministers of Education as an independent advisory and research body consisting of artists, scientists, teachers, university professors, and others familiar with education and school life. Ministries of Education in the States usually have Departments for: Cultivation of General Arts (Allgemeine Kultur- und Kunstpflege), Elementary and Secondary Schools, and Higher Education. Some have a Youth Department.

Authority, Responsibility, and Functions

Certain Articles of the *Basic Law* of the Federal Republic are directly related to education or provide the authority for action by the Republic or at State and local levels:

5 (3) Art and science, research and teaching shall be free. Freedom of teaching shall not absolve from loyalty to the constitution.

7 (1) The entire educational system shall be under the supervision of the state.

(2) Those entitled to bring up the child shall have the right to decide whether it shall receive religious instruction.

(3) Religious instruction shall form part of the curriculum in the state schools with the exception of non-confessional schools. Religious instruction shall, without prejudice to the state's right of supervision, be given according to the principles of the religious societies. No teacher may be obliged against his will to give religious instruction.

(4) The right to establish private schools shall be guaranteed. Private schools as substitute for state schools shall require the sanction of the state and shall be subject to Land [State] legislation. The sanction must be given if the private schools, in their educational aims and facilities, as well as in the scholarly training of their teaching personnel, are not inferior to the state schools and if a separation of the pupils according to the means of the parents is not encouraged. The sanction must be withheld if the economic and legal status of the teaching personnel is not sufficiently assured.

(5) A private elementary school shall be permitted only if the educational authority recognizes a specific pedagogic interest or, at the request of those entitled to bring up children, if it is to be established as a non-denominational school (Gemeinschaftsschule), as a confessional or ideological school and a state elementary school of this type does not exist in the community.

(6) Preparatory schools shall remain abolished.

12 (1) All Germans shall have the right freely to choose their . . . place of training. . . .

30 The exercise of the powers of the state and the performance of state functions shall be the concern of the Laender, insofar as this Basic Law does not otherwise prescribe or permit.

70 (1) The Laender shall have the right of legislation insofar as this Basic Law does not accord legislative powers to the Federation.

(2) The division of competence between the Federation and the Laender shall be determined in accordance with the provisions of this Basic Law concerning exclusive and concurrent legislation.

71 In the field of exclusive legislation of the Federation, the Laender shall have powers of legislation only if, and so far as, they are expressly so empowered in a federal law.

72 (1) In the field of concurrent legislation, the Laender shall have powers of legislation so long and so far as the Federation makes no use of its legislative right.

(2) The Federation shall have legislative rights in this field insofar as a necessity for regulation by federal law exists because:

1. a matter cannot be effectively regulated by the legislation of the individual Laender, or
2. the regulation of a matter by a Land law could prejudice the interests of other Laender or of the Laender as a whole, or

> 3. the preservation of legal or economic unity demands it, in particular the preservation of uniformity of living conditions extending beyond the territory of an individual Land.
>
> 73 The Federation shall have exclusive legislation on . . .
> foreign affairs . . . [and]
> statistics for federal purposes.
>
> Concurrent legislation shall extend to the following fields . . .
> public welfare . . . [and]
> the furtherance of scientific research . . .
>
> 106 (3) The Federation may, by means of a federal law which shall require the approval of the Bundesrat, make a claim to a part of the income and corporation taxes to cover its expenditures not covered by other revenues, in particular to cover grants which are to be made to Laender to meet expenditures in the fields of education, public health and welfare.
>
> (4) In order to ensure the working efficiency also of the Laender with low revenues and to equalize the differing burden of expenditure of the Laender, the Federation may make grants and take the funds necessary for this purpose from specific taxes of those accruing to the Laender. A federal law, which shall require the approval of the Bundesrat, shall determine which taxes shall be utilized for this purpose and in what amounts and on what basis the grants shall be distributed among the Laender entitled to equalization; the grants must be handed directly to the Laender.

Within the framework of State legislation, elementary schools are locally operated with financial support from the States while about 50 percent of the secondary schools are locally operated and 50 percent State operated. The "Ministries of Education" in the States have jurisdiction over schools except for nursery schools and kindergartens which are operated by local public or private groups. The Ministries cooperate with (1) Cultural Departments of Federal Ministries, (2) such other Federal Ministries as the Federal Ministry of Labor (on matters related to child labor law), (3) other Ministries in their States such as Finance and the Interior (on educational financing and school health), (4) local school authorities, and (5) private agencies.

They have jurisdiction over private schools, including the right to license and inspect them and the power to decide on public funds to be granted to them. They exercise financial control over institutions of higher learning in their States. These public institutions are largely self-governing in their administration. The Ministries also grant some support to art galleries, libraries, museums, and theaters.

The Federal level supports practical and pure research in science which requires a collective effort or is beyond the capacity of individual States. It sets aside funds for central scientific institutes. Among projects sponsored are those on problems of Eastern Europe, including those on education. Most Federal Ministries assist research in their own fields of competence while an Interministerial Committee decides on coordinating measures to be taken. The Federal Government is represented on those organs (Board of Trustees and Main Committee) where financial decisions are taken in the General Research Council. This Council is a self-governing nongovernmental association for the coordination of scientific life and the support of research. It receives about 90 percent of its funds from public sources.

The Republic is a member of IBE and joined UNESCO on July 11, 1951. The Committee originally established in January 1950 to deal with UNESCO matters then became the German National Committee for UNESCO with the Foreign Office represented in its membership. The Republic and the German National Commission for UNESCO help in financial support of the UNESCO Institute for Education in Hamburg. UNESCO also participated in establishment of the Institute for Social Sciences in Cologne and for Youth in Gauting near Munich. Both receive partial support from the Federal Republic and the German National Commission for UNESCO.

Administration

Most laws, regulations, and directions relating to education are issuances of the individual States published in their official gazettes and in publications of the "Ministries of Education." Under Article 82 of the *Basic Law*, Federal laws and certain regulations are required to be published in the *Federal Gazette* (*Bundesgesetzblatt*).

Most of the schools have a parent or parent-teacher organization. Other bodies developing suggestions and recommendations in the field of education include various local and State advisory groups, professional organizations, the German Committee for Education and Instruction (appointed by the Federal Minister of the Interior and the President of the Permanent Conference of Ministers of Education), and the Permanent Conference of Ministers of Education.

On February 17, 1955, the Governors of the States approved an *Agreement Between the States of the Federal Republic for Unification in the Field of Education* (*Abkommen zwischen den Laendern der Bundesrepublik* zur *Vereinheitlichung auf dem Gebiete des Schulwesens*). Under it, "Ministers of Education" are pledged to work for legislation or legislative amendments in their States when the Permanent Conference of Ministers of Education is unanimous in a resolution on education which can become fully operative only if law is amended in one or more of the States.

Kingdom of Greece

Βασίλειον τῆς 'Ελλάδος

(Vasilion Tīs Elládos)

**September 2, 1959*

THE KINGDOM OF GREECE is a "Crowned Democracy." Under the 1952 Constitution, its hereditary Monarch is the "supreme authority of the State" with powers "explicitly assigned." The religion of the Eastern Orthodox Church of Christ is the "established religion." The "official language of the State is that in which the Constitution and the laws of Greece are drawn up . . ." [namely, Katharévousa or modern purist Greek as distinct from the ancient and the Demotikí or popular Greek. It is taught in secondary schools and institutions of higher learning].

Legislative power is exercised by the Crown and the elected unicameral Parliament. Both have the "right of proposing laws" with the Crown exercising it through Ministers. Judicial power rests in courts of law with Parliament having responsibility for "authentic interpretation of the laws." Executive power is vested in the King and exercised by "responsible Ministers."

The Sovereign, who is "non-responsible and inviolable," is vested with authority to "appoint and dismiss" Ministers. Under the presidency of the Prime Minister, Ministers form the Council of Ministers (Cabinet) which is the Government. The Government "must enjoy the confidence of Parliament" and, on formation, "must" ask for a vote of confidence. There also is a Council of State "appointed by decree at the instance of the Council of Ministers" with members named for life. Administrative organization is based on "decentralization and local self-government as determined by law" with election of municipal and communal authorities being "effected by universal suffrage."

Official Bodies Concerned With Education

The Ministry of National Education and Religion ('Υπουργεῖον 'Εθνικῆς παιδείας καί Θρησκευμάτων — Ypourgēion Ethnikīs Paedías kaí Threskevmáton) under a Government Minister, is responsible for public and private general education from elementary through higher education levels. Other National Ministries such as Agriculture, Industry, Justice, Labor, Mercantile Marine, National Defense, and Welfare have responsibility for vocational education in their fields of competence with the Ministry of Welfare also being responsible for preschool education.

Shortly after the 1821–29 Greek War of Independence, the Ministry of National Education and Religion was established on April 15, 1833 in keeping with Article 43 of the Constitution then in force. Article 16 of the 1952 Constitution places education under the "supreme supervision of the State" while *Law 1242* (1919) provides for the Ministry as the principal agency of the National Government in the field of education.

The Minister of National Education and Religion (‘Υπουργός ’Εθνικῆς παιδείας καί Θρησκευμάτων—Ypourgós Ethnikīs Paedías kaí Threskevmáton) is nominated for his portfolio by the Prime Minister as leader of the majority party and the candidate usually is a member of that party elected to Parliament. He is appointed by the Sovereign. His appointment is confirmed in the Parliamentary vote of confidence in the Government as a whole. His term of office nominally corresponds to the 4-year Parliamentary term. It may end earlier such as on a vote in Parliament of "lack of confidence" in the Government as a whole or in the Minister individually. As in the case of other Government Ministers, he is responsible to Parliament. His immediate executive superior is the Prime Minister.

Provisions in Constitutional Articles 30, 57, and 58 affect Ministerial responsibilities. No act of the King has force "nor shall it be executed unless it is countersigned by the competent Minister who shall be rendered responsible by his signature alone." Bills are introduced for discussion in Parliament "following an oral report thereon by the competent Minister or the rapporteur" of the Parliamentary committee if no explanatory report was made on submission of the bill. Parliament has the "right" to forward petitions to Ministers who are "obliged to furnish the explanation demanded." Parliament may appoint committees of its members for the "purpose of conducting inquiries."

Qualification requirements are reflected in Articles 70, 71, 77, and 96. A Minister who is a Deputy "must" be a Greek citizen, have attained 25 years of age and be a lawfully qualified voter. "Salaried civil servants, members of the military on active service, mayors, notaries, registrars of mortgages and transfers and employees of semi-governmental agencies or organizations and members of the boards of directors thereof may not be elected Deputies nor nominated as candidates . . . " Functions incompatible with those of a Minister include "functions of a director or other executive representative or salaried legal adviser or employee of a commercial firm or enterprise enjoying special privileges or receiving a regular subsidy by virtue of a special law." Others "may be established by law." Ministers "may not rent State-owned agricultural estates or undertake procurement for the State or contracts for the construction of public works or for the collection of public taxes or accept concessions on State-owned estates." In addition, "No member of the Royal family" may be appointed as Minister and service as "judge" is incompatible.

Articles 78 and 80 affect the rights of a Minister. Those "who are Deputies" are "entitled to vote" on confidence or nonconfidence votes in Parliament. Ministers "have free access" to meetings of Parliament and "shall be given a hearing whenever they ask for the floor." They vote "only if they are members of Parliament." Parliament and its Committees "may require the presence of Ministers." Parliament has the "right to impeach Ministers in accordance with the laws on the responsibility of Ministers . . ."

Organization

The Ministry of National Education and Religion performs functions related to cultural, educational, and religious matters. In addition to the Minister, the Minister's Office, and the Secretary General's Office, it consists of:

Bodies with advisory and administrative responsibilities—Council of Music, Legal Adviser's Office, Studies and Coordination Service (including an International Relations Service and the Greek National Commission for UNESCO), and Supreme Educational Council (with members appointed by the Government from among Greek educators and most of them serving for life)

Divisions [also translated as Directorates] for administration—Personnel and Technical Services

Divisions for cultural activities—Antiquities and Historical Monuments, Fine Arts, Literature and Theater, and Restoration

Divisions for levels and types of education—Elementary, Secondary, Higher, Physical, and Private

Divisions for other aspects of education—Audio-Visual Equipment and Materials, School Health, and Textbooks

Section for Adult Education—concerned with night schools and classes and out-of-school education programs

General Division for Religion, and a

Ministry Library.

Attached to the Ministry is a Finance Service of the Ministry of Finance.

Authority, Responsibility, and Functions

Article 16 of the Constitution states:

> Education shall be under the supreme supervision of the State and shall be conducted by and at the expense of the State or of agencies of local government.
>
> In all elementary and intermediate schools teaching shall be aimed at the ethical and intellectual instruction and the development of the national conscience of youths on the basis of the ideological principles of Greek Christian civilization.
>
> Elementary education shall be compulsory and shall be provided gratis by the State. The number of years of attendance shall be d[illegible]ined by law and shall not be less than six.
>
> The Supreme Educational Institutions shall be self-adm[illegible]r the supervision of the State and their professors shall be c[illegible]
>
> Private individuals, who have not been deprived of the[illegible] and juristic persons shall, with the previous permission of t[illegible]s, be allowed to establish schools operating in accordance with the Constitution and the laws of the State.

Policy laid down in Constitutional Article 16 and *Law 1242* (1919) provide basic authority for the Ministry of National Education and Religion. In addition to laws relating to specific educational institutions, a series of laws spells out autnority relating to various levels and types of education and particular programs. A few examples are *Laws:*

- *4397* (1929) on purpose and organization of preprimary and primary schools
- *4653* (1929) and *2180* (1940) on primary schools and classical and modern secondary schools
- *2197* (1920) and *3336* (1925) on classical schools offering commercial education at intermediate level
- *4376* (1929) and *4630* (1930) on University Experimental Schools for training secondary school teachers and experimenting in applying curriculum changes
- *5802* (1934) and *953* (1937) on pedagogical academies for classical secondary school graduates
- *2545* (1940) and *881* (1943) on organization and operation of private primary and secondary schools, and
- *1825* (1951) creating a State Scholarship Fund for secondary and university study abroad.

In such a context, the Ministry of National Education and Religion has powers of control over general education. For public education, this power extends over (1) location, type, and number of schools; (2) preparation of estimates for Government submission to Parliament and allocation of funds in keeping with the National Budget voted by Parliament; (3) courses of study, curriculums, and school schedules; (4) examinations; (5) inspection of schools; (6) qualifications for and employment of school personnel with responsibility for certain personnel changes being delegated to the local level; (7) enforcement of compulsory education (while child labor matters come within the province of the Ministry of Labor); (8) regulations related to school construction and maintenance; (9) certain funds supplied for school construction (with the majority of funds being supplied by local communities and other agencies); (10) health examinations and general physical care of school children including school camping and school feeding programs; (11) policies related to pupil promotions and granting of diplomas; (12) construction and distribution of instructional equipment and materials and specifications for and selection and distribution of textbooks; and (13) number and area of school districts. The Ministry drafts legislative proposals and helps to influence the amount of non-National funds spent on education. Through a Committee of Appeals, it handles certain personnel matters.

Private schools require Ministry approval in order to operate. The Ministry establishes minimum salary standards for the teachers and requires the schools to operate in accordance with laws for public education relating to curriculums, examinations, and pupil health. It exercises control through its inspection system. Private schools for the teaching of foreign languages were brought under Ministry jurisdiction through joint decision of the Minister of National Education and Religion and the Minister for Industry.

Institutions such as the Academy for Kindergarten Teachers, the Academy of Physical Education, elementary teacher training schools, the Higher School of Home Economics, and schools for inservice training of elementary and secondary school teachers come under control of the Ministry. Universities have self-governing authority within provisions of law and the general supervision of the Government. Except for an institution within the province of the Ministry of Agriculture, Government supervision is the responsibility of the Ministry of National Education and Religion through its Division of Higher Education. Most adminstrative expenses of universities are financed from funds appropriated to the Ministry for this purpose. Other university income is derived from endowments and gifts, fees, and real property income. On recommendation of university authorities (Senates and Faculties), the Ministry appoints professors and other personnel and determines regulations relating to examinations.

Operation of schools is decentralized to local levels under supervision of Ministry inspectors. The Ministry operates its own Library and an experimental class in teaching methods.

Most of the facilities for educational research are in institutions of higher learning. The Studies and Coordination Service of the Ministry conducts studies in such fields as business, rural, and teacher education, and in teaching of English. The Service also carries out certain experiments. One example is an experiment with the educational program related to rural community development. Another is establishment of a secondary school with an integrated classical-vocational curriculum. The Service also prepares a monthly bulletin and special reports on particular educational problems.

The Greek National Commission for UNESCO was established by decision of the Minister of National Education and Religion on September 8, 1949. Its purposes are to serve in an advisory capacity to the Government and its delegations to the General Conference and to act as a liaison agency on UNESCO matters. Its membership includes representatives of the National Government and of education, scientific, and cultural bodies.

The Ministry controls Greek schools located in foreign countries and participates in a variety of activities in the field of international educational relations. For this latter purpose, an International Relations Service and the Greek National Commission for UNESCO function under the Studies and Coordination Service of the Ministry. Their activities are handled in coordination with the Ministry of Foreign Affairs. The Ministry of Coordination handles technical assistance with the Ministry of National Education and Religion participating in handling of various exchanges of educational personnel with other countries and foreign institutions.

The Kingdom of Greece also is a member of IBE and participates in the related International Conference on Public Education. The Ministry prepares progress reports and answers questionnaires for this organization.

Administration

Laws are published in the *Government Journal* (Efinerís tīs Kivernésseos). Ministry circulars and orders are sent to general inspectors, school district inspectors, and the directors of schools. The Studies and Coordination Service also distributes its monthly bulletin to those concerned.

Under law, the Minister receives suggestions and recommendations from (1) the nonpartisan central advisory administrative body on education—the Supreme Educational Council, (2) the Council of Music, and (3) the Technical Adviser on Educational Administration who heads the Studies and Coordination Service. Committees established by the Minister for specific purposes (such as the Vocational Education Intergovernmental Committee) also make suggestions. Other sources are the general inspectors, inspectors, organizations of parents, professional organizations, school boards, and school faculties.

Republic of Guatemala

República de Guatemala

**June 18, 1959*

BY TERMS of their March 1, 1956 Constitution, sovereign power of the Guatemalan people is exercised by three bodies "which are not subordinate one to the other." Legislative power rests in the elected unicameral Congress. Executive functions are exercised by the elected President, "who shall act with his Ministers either individually or assembled in council." Judicial power is vested in Courts specified in the Constitution and those established by law.

For purposes of administration, the unitary Republic of Guatemala is divided into Departments (States) and subdivided into municipalities. The Governor of a Department is appointed by the President and serves as the "representative and delegate of the Executive Branch" while municipal mayors are representatives and delegates of the appropriate Governor. The scope of technical autonomy in municipalities is regulated by law.

Spanish is the "official language of the Republic." Under Constitutional Article 54, organization or operation of groups which "function in accordance with or subordinate to international organizations which advocate the Communist ideology or any other totalitarian system is prohibited."

Official Bodies Concerned With Education

The Constitution provides for education as a duty of the State, and particularly, of the President. He exercises this responsibility through one of his Ministers. Article 171 states that " . . . there shall be the number of ministries specified by law, each of which shall have its own name and the authority and jurisdiction determined by law." Article 23 of the February 27, 1956 *Organic Law of National Education* (Presidential Decree No. 558) states that the Ministry of Public Education (Ministerio de Educación Pública) "is specifically in charge of the educational policy in the country" through the secondary level. The University of San Carlos of Guatemala—an autonomous State institution—has responsibility for higher education.

When the Nation was federated with the United Provinces of Central America, an April 27, 1831 *Guatemalan Presidential Decree* authorized planning for the organization of education. By September 1, 1832 *Decree*, the Education Directorate was named. Some eight years after withdrawal from the federation, a Ministry of Religious Affairs, Education and the Interior was established on December 14, 1847 and had the National responsibility for education. A separate Education portfolio was established on July 9, 1874. In 1956, jurisdiction over the Agricultural, Military Science, and Nursing Schools was transferred from the Ministries of Agriculture, War, and Public Health respectively to the Ministry of Public Education. The Ministry of External Affairs handles intergovernmental educational and cultural relations. Auxiliary health services for school children are provided by the Ministry of Public Health.

Article 168 (13) of the Constitution vests responsibility in the President to "appoint and remove Ministers of State." Under Article 178, when Congress "issues a vote of lack of confidence in a Minister, the latter shall immediately submit his resignation." The President may accept it or after consideration in the Council of Ministers, the Minister may be authorized to "appeal to Congress within eight days." If the deputies ratify the previous decision, the resignation "must be accepted" by the President.

Under Article 172 specifying requirements for Ministers of State, it is necessary for the Minister of Public Education (Ministro de Educación Pública) to be a Guatemalan in "full enjoyment of citizenship rights," more than 30 years of age, and with "secular status." He "may not be" a Minister if he is a relative of the President, has unsettled accounts of public funds, is guarantor on publicly financed works and enterprises or has claims pending on such matters, nor may he represent the interests of those operating public services, act as attorney "in fact for natural or juridical persons" or manage "the business of individuals in any way." Articles 119, 121, 144, 150 and 174–77 affect the responsibilities of Ministers.

Officials are "in the service of the Nation and shall not serve any political party." No one "may fill two paid public positions" at the same time "except those who serve in a hospital and those who hold teaching posts." Public officials designated by law or who administer or handle public funds "must file a statement of all their property and debts" when they begin their service. It is the duty of Congress to "declare whether or not there are grounds for legal proceedings against . . . Minister of State . . . " and to "summon ministers . . . when legislation is being debated and when matters under discussion are within the cognizance of that ministry."

Through the Ministry concerned, the Executive has the "right to draft laws." To be valid, decrees, agreements, and regulations issued by the President "must be countersigned" by the Minister or Ministers concerned. Ministers are "jointly responsible with the President for the regulations they sign." In the first 10 days of March, Ministers "must submit to Congress a report on the work accomplished in their respective fields" including information on receipts and a list of expenditures. Ministers may attend Congressional sessions and participate in debate on matters relative to their Ministry and "must appear . . . to answer any questions put to them with regard to any act of government."

Organization

The Ministry of Public Education includes Technical, Administrative, and Technical Administrative Branches (dependencies). The Technical Branches report directly to the Minister and consist of (1) the Institute of Anthropology, Ethnography, and History, (2) the National Institute for Native Affairs concerned with educational and cultural matters relating to the Indian population, and (3) the Technical Council of National Education with a chairman and four other members to advise the Minister.

The Under-Secretary reports to the Minister and supervises the Administrative and the Technical Administrative Branches. Administrative Branches include the Chief Clerk's Office handling educational statistics and personnel matters including a Teachers' Register, and Departments of (1) Finance and Accounts, (2) Maintenance of School Buildings, (3) Publications which issues scientific works, textbooks, and works of Central American authors, (4) Reception, Information, and Archives, and (5) School Supplies. The Technical Administrative Branches include a General Directorate of Fine Arts with jurisdiction over fine arts schools, a General Directorate of Physical Education and School Hygiene responsible for physical development of school children and training of physical education teachers, and Directorates of:

Adult Education
Coordination of International Organizations for Culture and Education
Preprimary and Urban Primary Education—with Departments for each and jurisdiction over related schools

Rural Socioeducational Development—with bilateral technical assistance projects in rural areas and jurisdiction over rural primary schools

Secondary and Normal Education—with Departments of Prevocational and of Normal Education and jurisdiction over schools in these areas, and

Vocational and Technical Education—with jurisdiction over specialized schools (agriculture and livestock, business, home economics, military, music and voice, nursing, plastic arts, public administration, social service, theater arts, and trade).

Authority, Responsibility, and Functions

Constitutional Articles related to education below the higher education level provide that:

> 95. It is a primary duty of the State to promote and spread culture in all its aspects. The purposes of education are the full development of the human personality, respect for the rights of man and for his fundamental liberties, physical and spiritual improvement, strengthening of the individual responsibility of the citizen, civic progress of the people and a heightening of patriotism.
>
> 96. The family is the source of education, and parents have the right to choose the education to be given to their minor children. The foundation of and maintenance of official and private educational establishments and cultural centers, and the economic, social and cultural improvement of the teaching profession are declared to be matters of public utility and need. The training of teachers is preferably the function of the State.
>
> 97. Freedom of instruction and of teaching criteria is guaranteed. The law shall regulate the matter of religious instruction in official establishments. The State shall not impart such instruction and declares it to be optional.
>
> 98. There shall be a minimum of compulsory, common education for all inhabitants of the country within the age limits laid down by the law. Primary education provided by the State in schools supported by funds provided by the Nation is free.
>
> Private educational centers shall be subject to State inspection, and they must meet the requirements of official plans and programs if the credits they grant are to be recognized.
>
> 99. The campaign against illiteracy, aimed at giving basic education to the people, is declared to be a matter of national urgency; the State shall organize it using all the resources within its reach, and the Executive shall annually report to the Congress on progress made in the fight against illiteracy.
>
> 100. Every person has a right to education. Technical and professional education is open to all on equal terms.
>
> The State shall maintain and increase as far as possible establishments of secondary education, technical, industrial, agricultural, and commercial institutions; pre-vocational schools; academies; centers of artistic culture; libraries and other institutions useful for cultural purposes.

> 101. The State shall provide scholarships for advanced study or specialization for students or post-graduates who because of their vocation, abilities and other merits are deserving of such assistance.
>
> 107. Industrial and agricultural enterprises established outside urban centers, and the owners of rural property, are required to establish and finance schools for their population of school age which meet the minimum instructional requirements of the law and special programs.
>
> 110. The development of an integral policy to promote the development of culture and the economic betterment of the Indian groups is hereby declared to be a matter of public interest.
>
> 111. Private institutions devoted to free education are exempt from certain municipal and state taxes. The Law shall stipulate the number of students required for the purpose of enjoying this privilege and the manner and conditions of the exemption.
>
> 168. The duties of the President of the Republic are as follows:
>
> . . . To direct, inspect and develop public education; organize and expedite the campaign against illiteracy and to give preference to the development of agricultural, industrial and technical training. . . .

These Constitutional provisions, the *Organic Law of National Education*, and a series of specialized organic laws and related regulations provide the legal basis for Ministry of Public Education control of education through the secondary level with operations vested in school administrators appointed by the Ministry. The Ministry decides on schools to be maintained, drafts the related annual budget and submits it through the Ministry of the Treasury to the Congress for action. Within funds appropriated, it finances school and personnel expenses.

The Ministry establishes the school calendar; determines courses of study, curriculums, and methods of teaching; issues examinations; determines pupil promotions and grants diplomas; inspects schools; controls employment of school personnel; proposes salary scale legislation; promotes seminars for principals and for teachers of particular subjects; and holds an annual National Teachers Congress. It has responsibility for enforcement of compulsory school attendance for children between 7 and 14 years of age while the Ministry of Labor has jurisdiction over enforcement of child labor laws. Type and style of public school buildings are decided by the Ministry of Public Education. Except for a few schools built by communities and then incorporated into the National system, the Ministry finances school construction.

It charges the schools with keeping health records on their pupils and cooperates with the Ministry of Public Health on annual medical examination of school children and mass inoculations against smallpox, tuberculosis, and typhoid fever. By arrangement with the School of Dentistry, pupils in Guatemala City are eligible for free dental care.

The Ministry of Public Education encourages Government teachers to write textbooks. Through its Publications Department, it publishes those it considers worthy without itself preparing texts. The *Organic Law of National Education* forbids the use of official texts in public schools and leaves textbook selection to the teachers. In 1957, the Ministry initiated an Experimental School employing teachers trained in teaching methods at The American School of Guatemala—a private laboratory school operating under a "special Government approved charter" in Guatemala City. Plans call for 10 additional schools of this type.

To operate, private schools require Ministry authorization. The Ministry prescribes the official curriculums, examinations, and school calendar, and inspects for compliance. Principals and 90 percent of the staffs are required to be citizens, with social studies being taught by native-born teachers. Certificates and diplomas bear the signature of the private school principal and are issued by the Ministry.

In the following Articles, the Constitution specifies control relating to higher education (based on 11 years of prior schooling):

> 102. The University of San Carlos of Guatemala is an autonomous institution with juridical personality. It has the exclusive prerogative of organizing, directing, developing and imparting higher learning and professional education to the Nation. It shall contribute with all the means at its disposal to scientific and philosophical research and to the general spreading of culture, and shall cooperate in the study of national problems.
>
> Not less than two percent of the Budget of Ordinary Revenues of the Nation shall be allocated to the University of San Carlos of Guatemala to pay for its support, development and advancement as the principal center of culture of the country. The University shall be exempt from any type of tax, impost, local excise tax or duty.
>
> 103. There shall be no official recognition of degrees except those conferred or recognized by the University of San Carlos of Guatemala, which shall be the only institution authorized to decide upon the acceptance of professionals graduated from foreign universities and schools and to determine the prior requirements that must be met in that regard. Degrees conferred by Central American universities and colleges shall be fully valid in Guatemala when study plans and programs are unified. Degrees and diplomas which do not have university status and for the issuance of which the State is responsible shall have legal validity. Diplomas and certificates of aptitude issued in accordance with the law are recognized. No law may grant privileges to the detriment of any one who practices a profession by reason of a degree or one who has been legally authorized to practice such a profession.
>
> 104. The Superior Council of the University shall be made up of the university authorities and professors, representatives of professional

associations, and of students who meet the requirements established by law.

105. It is compulsory for professionals to be associated, for the purpose of the moral and material advancement of the university professions and control of their practice. Such associations shall be attached to the University of San Carlos of Guatemala, which shall have exclusive authority to regulate their activities and approve their by-laws.

106. Other universities may be established and may operate in Guatemala, but it is requisite that their organization, examinations, the equivalence of their studies, and the validity of the degrees they issue be approved by the University of San Carlos of Guatemala.

Articles 108 and 109 place "archaeological, historic, and artistic wealth," and "typical arts and industries" under protection of the State. Through its Institute of Anthropology, Ethnography, and History, the Ministry of Public Education is the Government agency in charge of National Museums and responsible for acting as coordinator of organizations controlling National treasures.

The Ministry cooperates with the Ministry of External Relations on intergovernmental educational and cultural relations. Both Ministries are represented on the Guatemalan Commission for Cooperation with UNESCO established by Minister of Public Education *Decree* on June 5, 1950 under authority of Presidential *Decree* of June 2 that year. The Commission cooperates with UNESCO and its Havana based UNESCO Regional Center in the Western Hemisphere. Through its Directorate of Coordination of International Organizations for Culture and Education, the Ministry of Public Education coordinates technical assistance to the Republic provided through the bilateral Inter-American Cooperative Service in Education (Servicio Cooperativo Inter-Americano de Educación known as SCIDE) and multilateral organizations such as UNESCO. This Directorate also is concerned with foreign and National scholarship programs. The Republic of Guatemala is a member of IBE as well as of UNESCO.

Administration

Laws and decrees are published in the official diary (*El Guatemalteco: El Diario Oficial de Centro América*). School personnel under the direction of the Ministry receive instructions through circular letters, regular inspections, and seminars and conferences. The Minister receives recommendations from his Technical Council of National Education. The National Teachers Congresses petition the Ministry on teacher welfare matters while private citizens make suggestions from time to time through the press.

Republic of Haiti

République d'Haïti

**June 2, 1959*

NATIONAL SOVEREIGNTY residing "in the whole body of citizens" is delegated by the 1957 Haitian Constitution to the Government which consists of three separate powers. The elected unicameral National Assembly makes the laws "on all matters of general interest" with initiative by it or by the executive power. The elected President, assisted by Secretaries and Assistant Secretaries of State, exercises executive power. Judicial power rests in the Courts. The Constitution also provides for an independent Technical Ground Council for National Resources and Economic Development and for an autonomous Audit Office with "administrative and jurisdictional control of all State expenditures and revenue."

The Republic of Haiti is divided into Departments, subdivided into districts, communes, wards, and rural sections. In the Departments "and, if necessary, in the districts" the executive power is represented directly by a Prefect who heads the Technical and Administrative District Councils of civil servants supervising the Communal Councils. Communes have elected Communal Councils assisted by three-member Technical Subcouncils appointed by the President. Administrative Councils (headed by a commune leader) govern rural sections.

French is the official language. Its use is "compulsory in the government offices" with the law determining "the cases and conditions in which the use of Creole shall be permitted and even recommended in order to protect the material and moral interests of citizens who lack adequate knowledge of the French language." To the extent they are not in conflict with the Constitution, laws operative when the Constitution was adopted remain in force unless changed by law after that time.

Official Bodies Concerned With Education

The Department of National Education (Département de l'Éducation Nationale) under one of the State Secretaries, has primary responsibility for education in the Nation. Initially established as the Department of Public Instruction when the Republic was founded in 1806, its name was changed to Department of National Education by *Decree–Law* of August 31, 1945. As a "Ministerial Department," it also is called the Ministry of National Education (Ministère de l'Éducation Nationale). Other State agencies under the executive power have specific responsibilities for:

The Educational Campaign—The President, "assisted by the Minister of National Education," is charged with direction of the campaign inaugurated by *Law* of August 29, 1947 in the interest of "complete extinction of illiteracy." Other authorities charged by the same Law with conducting the campaign as assistants to the President are the "Council of State Secretaries, the Prefects, the Directors of special state services, the Community Councils, the Heads of Sections, each being personally responsible for the result of the campaign in his sphere of action." (Article 24 of the Constitution provides in part that "It shall be the employer's moral obligation to contribute, according to his means, to the education of his illiterate workers.")

Rural Education—Article 131 of the Constitution providing for Administrative Councils "to improve rural living conditions and to raise the social, moral, and intellectual level of the peasant," lists community and basic education systems among the means "to help achieve these aims." The Department of Agriculture has jurisdiction over these rural education programs as a part of its total program to help improve rural well-being through community development techniques.

Schools of Dentistry and of Medicine—Technical matters related to these two schools come under the jurisdiction of the State Secretary of Public Health.

Under Article 101 of the Constitution, the law determines the "number of Ministerial Departments" and the powers of State Secretaries. The *Law* of October 18, 1901 placed public instruction under the direction of the State Secretary of Public Instruction. After the Department's name was changed in 1945, this official became known as the State Secretary of National Education (Secrétaire d'État de l'Éducation Nationale). As head of a Ministerial Department, the law frequently refers to him as the Minister of National Education (Ministre de l'Éducation Nationale) instead of the Constitutional title of State Secretary for a Cabinet member.

Under Article 90, the President appoints and removes State Secretaries and takes "all measures necessary to ensure the satisfactory functioning of all State administrative and financial agencies." Terms of office are indefinite and normally are at the pleasure of the President to whom the State Secretaries report. If a dispute between the legislative and executive powers "paralyzes all executive activities" a decree of dissolution of the Assembly is issued by the President on recommendation of the Council of State Secretaries in accordance with Article 60. Such a decree ordering new elections entails "the immediate recall of all members of the Ministerial Cabinet, who may in no case be members" of the next Government.

Legal qualifications for appointment are specified in Articles 101, 106, and 144. A State Secretary is required to be "Haitian and never to have renounced Haitian nationality," at least 30 years of age, in enjoyment of civil and political rights, uninvolved in personal "contracts with or concessions from the State for exploitation of the national resources or the operation of public services," and free from unauthorized "plurality of salaried State positions." Such plurality is authorized "in secondary, higher, and vocational educational institutions or in the case of professorships in a higher educational institution or more than one position as technician in the same field." Artcle 180 precludes the State Secretary of National Education from being a "member of the Armed Forces on active duty." Normally the appointee has had prior teaching experience.

Various other Constitutional Articles affect responsibilities and rights of a State Secretary. Among them are 84, 85, 92, 93, 95, 103, 104, and 124. A member of the legislative body who becomes a State Secretary may not participate in Assembly deliberations. Assembly members may question and interpellate State Secretaries "concerning the acts and records" of the executive power. Presidential measures "shall be discussed beforehand" in the Council of State Secretaries. Except on Council appointments and removals, these acts require the countersignature of the State Secretary concerned. The latter is required to prepare a report for transmission by the President at the opening of each Assembly session and is authorized admittance to the legislative body "to support the bills and objections" of the executive power. He is "responsible, respectively, for both the acts of the President" which he countersigns and for those of his Department, "as well as for nonexecution of the laws." In the event of any impeachment proceeding against him for alleged offenses in performance of his duties, the Assembly sits as a High Court of Justice.

Organization

Reporting to the State Secretary of National Education are the Secretary General, the Director General of Administration, the Assistant Director General of Adult Education, and the Director General (and Assistant Director General) of National Education who head the following organizational segments of the Department of National Education:

Central Directorate—general correspondence and transmission of the State Secretary's orders for execution by appropriate authorities

Division of Administration—with Sections for Accounting and Transportation, Retirement and Personnel, Statistics, and Supplies

General Directorate of Education for Adults—with an Administrative and a Pedagogic Section concerned with the Educational Campaign; and

General Directorate of National Education—with Sections headed by Assistant Directors General of Primary Teaching, Secondary Teaching, Professional and Technical Teaching, and Physical Education and Sports. Under the State Secretary, the Director General of National Education also exercises certain supervisory functions over the Division of Administration and the General Directorate of Education for Adults.

Inspectors assist the General Directorates in their work. Certain educational-cultural institutions such as libraries and museums also come under the jurisdiction of the Department of National Education.

Authority, Responsibility, and Functions

The Constitution vests responsibility for education in the State and the communes, with the law naming the Department of National Education as the primary State agency for carrying out responsibility proclaimed in the Preamble of the Constitution: "To obtain the benefit of an education for all Haitians without distinction." Included in the Constitutional provisions relating to education and culture are those in the following Articles:

> 29. There shall be freedom of education in accordance with the law, under the control of the State, which should see to the moral and civic training of youth.
>
> Public education shall be a responsibility of the State and the Communes.
>
> Elementary education shall be compulsory.
>
> Public education shall be free at all levels.
>
> Technical and vocational training must become general.

> Everyone must be given an equal opportunity for a higher education, solely on the basis of merit.
>
> 153. . . . If the law permits, money may be appropriated from the public Treasury or allocated from the General Fund to provide or increase special State funds for public cultural . . . institutions . . .
>
> 161. . . . The State will safeguard the physical, mental, and moral health of minors and guarantee their right to an education and assistance. . . .
>
> 162. Legitimate children and legally acknowledged natural children shall have equal rights to education, assistance, and protection from their parents.
>
> 166. The development and dissemination of culture shall constitute a duty and a primary aim of the State.
>
> Education shall be one of the chief duties of the State, which will organize the educational system and create the required agencies and services.
>
> 167. Education should have as its aim the full development of the personality of the persons concerned, so that they may make a constructive contribution to society and help to inculcate respect for human rights, to combat all intolerance and hatred, and to develop the ideal of moral, national, and Pan-American unity.
>
> Elementary education shall be compulsory and must be provided free by the State in order to reduce the number of illiterates and to make it possible for everyone to perform conscientiously his duty as a worker, the head of a family, and a citizen.
>
> 168. No official or private education institution may reject students on the basis of the nature of the union of their parents or guardians, or of social, racial, political, or religious differences.
>
> 169. In order to teach, it shall be necessary to prove one's qualifications in the manner prescribed by law.
>
> The national history and geography, citizenship, and the Constitution governing the people must be taught by Haitian teachers in all educational institutions, whether public or private.
>
> 170. The artistic, historical, folkloric, and archeological wealth of the country are part of the Haitian cultural wealth, placed under State protection and subject to special conservation laws.

Laws affecting the Department of National Education include the August 29, 1947 *Law* related to the Educational Campaign and the July 8, 1955 *Law* setting forth the organization and functions of the Department. Within the framework of the Constitution and the law, decision as to number, location, and kinds of schools rests with the central authorities in accordance with budgetary provisions.

Article 132 of the Constitution authorizes Communal Councils to draw up their tax rates and other levies for submission to the central authorities for change or acceptance and enactment into law. It also authorizes these Councils to manage community funds and submit "a detailed and documented report" on their management to the central authorities. Under Article 133, Technical and Administrative District Councils "look after the political, administrative, economic, social and cultural interests of the communes . . . and prepare or coordinate the development plans and programs and make sure that they are fully executed by the Technical Subcouncils" assisting the elected Communal Councils.

Under Article 108, the Bureau of the Budget responsible to the Chief Executive, prepares the State Budget "in close collaboration with the Permanent Secretary of the Technical Council for National Resources and Economic Development" and sees that "it is put into effect." Under Article 66, the executive power has "the sole right to initiate laws concerning public expenditures and the legislative body may not increase . . . the expenditures proposed . . . " Under Article 145, Ministerial budgets are divided into sections and items and the legislative body votes on them item by item.

The Department of National Education is responsible for preparing study programs. Its General Directorate of Education for Adults is concerned with programs in connection with the Educational Campaign and collaborates with the General Directorate of National Education as well as with the Department of Agriculture. The Director General of National Education is responsible for preparing primary, secondary, professional and technical, and physical education study programs; preparing examinations operative at the end of such programs; and inspecting for conformance with law relating to education including that on qualifications of teachers.

Private schools come under the jurisdiction of the State Secretary of National Education through the Department's system of school inspection. Such schools are required to follow the official program of studies with their pupils and students taking the State examinations at the completion of their primary, secondary, and professional and technical studies.

Superior Schools and the Faculties form the University of Haiti. The Rector is appointed by the President with the countersignature of the State Secretary of National Education. He reports to the State Secretary of National Education except on technical matters relating to the Schools of Dentistry and of Medicine coming within the jurisdiction of the State Secretary of Public Health.

Libraries at Cap-Haitien, Cayes, Gonaives, Jacmel, Jeremie, Petionville, Port-au-Prince, Port-de-Paix, and St-Marc fall within the jurisdiction of the Department of National Education as do the Conservatory of Music, the Museum of the Haitian People, and the National Museum in Port-au-Prince. Art galleries and theatrical organizations operate under private control and receive cooperation from the Deparment of National Education in their contribution to the promotion of education.

In the field of international educational and cultural relations, the State Secretary of National Education has responsibility for supervising the internal execution of pertinent international agreements. He participates in the Haitian National Commission for UNESCO established on May 10, 1947. The Haitian-American Cooperative Rural Education Service (Service Cooperatif Haïtiano-Américain d'Éducation Rurale known as SCHAER) collaborates with the Department of National Education as well as with the Department of Agriculture.

Administration

Under Article 79 of the Constitution, laws and other acts of the legislative body "are made official" by publication in *The Gazette (Le Moniteur)*. They also are printed in the *Bulletin of Laws and Acts (Bulletin des Lois et Actes)*. Both publications are available to the public. Orders, regulations, and directives of the Department of National Education are transmitted to school administrators and teaching staff through the appropriate parts of the Department. SCHAER makes suggestions to the State Secretary of National Education on educational matters.

Republic of Iceland

Lýdveldid Ísland

May 19, 1959

THE REPUBLIC OF ICELAND, close to the Arctic Circle, has lava fields, volcanoes, glaciers, sandy deserts, highlands, and grazing lands accounting for about three-fourths of its land mass. Most of its inhabitants are concentrated in the other fourth—the southwestern part in and around Reykjavik and in the coastal areas and valleys running inland from the fjords. The Island was independent from 930 until the *Treaty of 1263* brought it under the rule of the King of Norway. In 1381 control shifted to the King of Denmark. Granted home rule in 1903, Iceland was recognized by the King in 1918 as a free and independent State linked with the Danish Crown. Its municipalities and rural areas form districts grouped into counties.

On June 17, 1944 Iceland was proclaimed a Republic with constitutional government under a President elected by the people. Under the 1944 Constitution, legislative power is vested jointly in the elected Althing and the President, with the former dividing itself into an upper and a lower house. Executive power is exercised by the President and other governmental authorities. The President, "who is not answerable for his official actions," exercises his authority through Ministers who form the Cabinet "responsible for all acts of the government." Responsibility of a Minister "is established by law."

Presiding over the Cabinet is the Prime Minister. Laws and "important government measures" are submitted to the President in Council; namely, with the Ministers. Judicial power is exercised by the judiciary with the Court of Impeachment having jurisdiction in the event that the Althing should "impeach" a Minister.

The Evangelical-Lutheran Church is the State Church. According to Article 76 of the Constitution, "The right of autonomy of urban and rural communities under the supervision of the government shall be determined by legislation."

Official Bodies Concerned With Education

The Ministry of Education (Menntamálaráduneytid), under a Cabinet Minister, is in charge of education and schooling in general. Other Government Ministries under other Cabinet members have operational jurisdiction over individual schools in their specialized fields. For example, agricultural schools come under the ministry concerned with agriculture, certain vocational schools under the Ministry concerned with industries, and the Seamen's Institute under the Ministry dealing with shipping and fisheries.

Historically, the educational system has an antecedent in the first period of Icelandic independence when the Bishop of Southern Iceland founded a school in 1056 to prepare young men for religious work. Until 1907, responsibility rested with the parish priest to give guidance for home teaching and to examine children in reading, writing, arithmetic, and religious instruction as he made his annual round of parish homes. That year, the *Public Education Act* was passed.

This legislation established the office of State Superintendent (Director) of Education to assist the Government Ministry existing at that time by carrying out general supervision of public education activities, preparing regulations, and seeing that provisions of the Act were followed. Among other provisions, the Act called for construction and operation of schools, provided for establishment of a School Board in each district, and charged the Boards with supervising and controlling compulsory schooling introduced by the Act.

In 1916, the number of Government Ministries was increased from 1 to 3 and public education became part of the portfolio of the Minister of Justice and Matters Ecclesiastical. The *Act on the Administration of Education* was passed in 1930 placing the Ministry responsible for education "in supreme charge of all matters pertaining to schools and education." With establishment of the Republic in 1944, a separate Ministry of Education was formed.

Under Articles 15 and 20 of the Constitution, the President appoints his Cabinet from among Icelandic citizens and accepts Ministerial resignations. In practice, the President appoints a Prime Minister acceptable to one or more political parties and the Prime Minister recommends candidates—usually from among members of the Althing—to hold the various portfolios. Terms of office are indefinite and normally coincide with tenure of the particular Government in power. Division of portfolios among Ministers varies according to the particular Government with

Ministers sometimes holding more than one portfolio. Ministers are responsible politically to Parliament and share in collective accountability of the Cabinet to that body for Government acts.

The Constitution includes various provisions affecting Ministers and their rights and responsibilities. A Minister may request Cabinet meetings; his countersignature is necessary for validation of legislative measures or acts of Government within his area of competence; a Minister may be requested to provide pertinent information to Althing Representatives, its investigating committees, and its elected auditors; by virtue of his office, a Minister may attend Althing meetings and participate in debates (with right to vote if he is an elected member); and a house of the Althing may refer a matter to a Minister for appropriate action when it "does not find any reason to pass a resolution."

Organization

Reporting to the Minister of Education (Menntamálaráðherra) are the Cultural Council elected every 4 years by the Althing to manage appropriations to assist Icelandic students in foreign universities and other institutions, the University of Iceland Council, Chairmen of 3- to 5-member School Boards over heads of general and special schools, other boards (such as the Textbook Board) and committees appointed by the Minister for special purposes, and a Permanent Under-Secretary (Secretary General) who is Chief of the Minister's staff. Also under the Minister of Education is the State Superintendent of Education (and his Office). As assigned by the Prime Minister, the Minister holding the Education portfolio usually has a variety of duties in cultural and related fields also.

The State Superintendent of Education is responsible for implementing programs relating to schools and education, seeing that laws and regulations are obeyed, and collecting necessary reports on school operation. In addition to clerical staff, he has deputies and assistants including special supervisors (teachers) to give guidance in methods of instruction and related matters as well as to examine results from courses of instruction, facilities, and other conditions influencing study and teaching. He has Advisory Councils for elementary and lower and higher secondary schools. Five-member District Educational Boards report to the State Superintendent of Education and have a staff relationship to the appropriate Advisory Council. The School Boards within the districts report to the District Educational Boards.

Authority, Responsibility, and Functions

Under Article 71 of the Constitution, "If parents cannot afford to educate their children, or if the children are orphaned or destitute, their education and maintenance must be defrayed from public funds." A provision in Article 64 which "may be amended by law," states: "If a person is not a member of the state church of Iceland nor of any other recognized religion, he shall pay to the University of Iceland or to a designated scholarship fund of that university dues otherwise payable to the church."

In addition to the general law establishing responsibilities of Ministers, the Prime Minister lists specific duties assigned to Cabinet Ministers. Laws govern particular aspects of education. Examples are the 1930 *Act* on the *Administration of Education;* the 1946 *Acts* on the *School System and Compulsory Education* (revising the *Education Act* of 1907 as amended in 1926 and 1936), on *Primary Education*, on *Lower Secondary Education*, on *Grammar Schools*, and on *Home Economics Schools;* the 1947 *Act* on *Teacher Training;* the 1955 *Acts* on *Financing Schools Maintained Jointly by the State and the District Councils* and on *Technical Schools;* the 1956 *Act* on *State Publishing of Textbooks;* the *State Civil Service Wage and Salary Acts* of 1919, 1945, and 1956; and the 1957 *Act* on the *University of Iceland.*

Within such a framework, public schools are co-educational, with education being free through the compulsory age level. Most public schools are under Ministry of Education jurisdiction and are operated by the State or jointly by the District Councils and the State. School heads (appointed by the Ministry after consulting the State Superintendent of Education) report to Boards (whose chairmen are appointed by the Minister of Education) which report either to the Ministry or the State Superintendent of Education. Nonappointed Board members in the local areas are elected by the appropriate local Council.

Consistent with funds available and after consultations with the respective School Boards, the Ministry decides where schools shall be located. The School Boards make decisions involving monetary expenditures only when the appropriate County or District Council authorizes them to do so indicating that necessary funds are available. The 1907 *Act* gave central impetus to the construction and operation of schools from local funds supplemented by some State subsidies as fixed by regulations. Revisions in the *Act* and the *State Wage and Salary Acts* resulted in a reversal in the pattern of financing with the proportion of State funds increasing and the proportion payable by local authorities diminishing.

The Ministry of Education obtains recommendations from schools and other sources and prepares recommendations for Cabinet use in drafting the budget for Althing action. State funds and grants appropriated for education and schools under the jurisdiction of the Ministry of Education are disbursed by the Ministry. The State finances:

Upper secondary schools (4 years based on a 6-year elementary and a 3-year lower secondary program) and the University of Iceland, as well as most special schools

A fourth to a half of the operational costs of other public schools

Half the construction costs of non-boarding elementary and lower secondary schools and 75 percent of the construction costs for boarding schools (with enrollments including children from areas otherwise isolated from educational opportunities because of such factors as sparse population and severe winters)

Salaries of permanently appointed civil servants serving as secondary school teachers and 90 to 95 percent of the salaries of permanently appointed elementary school teachers, and

A portion of costs in some private schools.

Advisory Councils submit proposals and plans to the Ministry for courses of study, curriculums, conduct of examinations, textbooks, and the like while responsibility for decision rests with the Minister. In addition to rulings and decisions on most matters handled by the Office of the State Superintendent of Education such as on the construction of schools, appointment and employment of teachers and principals, ratification of regulations and instructions on education and the school system, the Ministry has responsibility for seeing that laws in its field are carried out. It also prepares proposed laws and proposed revisions of laws and issues regulations.

Most schools in the Republic of Iceland are public schools. Private elementary schools, with approximately 1 percent of the total student body, receive no financial aid from the State. Those receiving some State subsidies are a few specialized private schools such as commercial high schools, music schools, and conservatories. Private schools are subject to Ministry supervision.

The University of Iceland has a certain internal self-government under a Rector and a University Council. It "sorts" under or comes within the province of the Minister of Education.

In addition to educational matters, the Minister's portfolios may include duties related to: (1) Child welfare; (2) drama and the theater including the National Theater, motion picture affairs, musical affairs, museums, and other cultural institutions operated with State aid; (3) Fund for Community Centers; (4) Gutenberg

Government Printing Office; (5) Libraries and reading clubs; (6) Research Council, University Industrial Research Laboratories, and other affairs pertaining to the sciences and the arts; sports; and certain tax matters such as entertainment and amusement taxes. In general, the Minister exercises policy control and financing functions. Appropriately designated State or State and local officials carry out operations under his authority.

Though the Republic of Iceland is not a member of UNESCO, the Ministry provides information on education in the Nation to this and other international organizations in its fields of interest (such as IBE) as well as to foreign diplomatic missions. The Minister of Education serves as the official spokesman and representative within the Cabinet and the Althing on education and schooling for the Nation.

Administration

Article 27 of the Constitution requires laws to be published. Though generally available to the public, those pertinent in the field of education are provided to those concerned by the Ministry of Education, usually through the State Superintendent of Education. Regulations and instructions based on laws are disseminated in the same way. Advisory Councils and special committees appointed by the Minister make suggestions for action by the Ministry.

India

January 4, 1960

REPUBLIC DAY for the homeland of Mohandas Karamchand Ghandi is January 26. On that date in 1950, India became a sovereign Republic while continuing to be a member of the Commonwealth of Nations. Under its 1949 Constitution as amended, India is a "Union of States" with certain areas Centrally administered. The Constitution provides for a single and uniform type of citizenship throughout India and seven categories of "Fundamental Rights" including the "Right to Constitutional Remedies." It lays down "Directive Principles of State Policy" relating to the welfare of the people. These Principles "shall not be enforceable by any court, but . . . are nevertheless fundamental in the governance of the country and it shall be the duty of the State to apply these principles in making laws."

The Union Executive consists of the President, the Vice-President, and the Council of Ministers. The President is elected by an electoral college and has authority to exercise Union executive power directly or through subordinate officials. He appoints the Attorney-General who advises the Government of India on legal matters. He also appoints the Comptroller and Auditor General of India charged with keeping watch on the accounts of the Union and the States.

The Vice-President is elected by the members of Parliament, acts for the President when the latter is unable to discharge his functions or a vacancy exists in the office of President, and is ex-officio Chairman of the Council of States (Rajya Sabha)—a House of Parliament. The Council of Ministers, headed by the Prime Minister is appointed by the President who appoints the other Ministers on advice of the Prime Minister.

Parliament consists of the President and the Houses of Parliament—Council of States (consisting of elected and a few nominated members) and the House of the People (Lok Sabha consisting of directly elected members). Distribution of legislative powers between the Union and the States is specified in Articles and in the "Seventh Schedule" of the Constitution. By Union, State, and Concurrent Lists, the Schedule enumerates subjects of legislation with Parliament having "exclusive power" to legislate on matters in the Union List and on matters "not enumerated" in the State and Concurrent Lists. State Legislatures have "exclusive" power on matters in the State List and both Parliament and State Legislatures have authority on matters included in the Concurrent List. The Judiciary is headed by the Supreme Court of India.

System of government in the States resembles that of the Union. The State Executive consists of the Governor and the Council of Ministers with the latter headed by a Chief Minister. The Governor is appointed by the President of India and the Chief Minister by the Governor who appoints other Ministers on advice of the Chief Minister. The State Legislature consists of the Governor and usually two Houses—a few States have a unicameral Legislature.

Within the framework of Constitutional provisions, Union and State executive authority is coordinate with respective Union and State legislative authority. The Constitution specifies that "Executive power of every State shall be so exercised as to ensure compliance with the laws made by Parliament and any existing [earlier] laws which apply in that State" and "so exercised as not to impede or prejudice the exercise of the executive power of the Union." The "executive power of the Union shall extend to the giving of such directions to a State as may appear to the Government of India to be necessary" for such purposes. A High Court heads the judicial administration at the State level.

Under Constitutional Article 343, Hindi in "Devnagari script," is the "official language" with English continuing to be used for fifteen years "for all the official purposes of the Union for which it was being used" just before this Article entered into force on January 26, 1950. Subject to specified conditions, "the Legislature of a State may by law adopt any one or more of the languages in use in the State or Hindi as the language or languages to be used for all or any of the official purposes of that State." Provisions are included for further decisions on languages.

Official Bodies Concerned With Education

The Ministry of Education (Shikshā Mantrālaya) under a member of the Council of Ministers, serves primarily as an "advising, coordinating, and serving agency" in the field of education. Most direct control is vested in the States and exercised at State and local levels. Union Ministries are concerned with specialized aspects of education. For example, the Ministry of Education has a number of institutions directly under its control such as the Central Institute of Education, National Institute of Audio-Visual Education, and the National Institute of Basic Education. The Ministry of Agriculture maintains a college for advanced training in agriculture, the Ministry of Defence controls military training institutions, the Ministry of External Affairs has jurisdiction in intergovernmental educational relations, and the Ministry of Scientific Research and Cultural Affairs deals with scientific research and handles scholarships in its fields.

Government advisory bodies assist the Central and State Governments. Among them are the Central Advisory Board of Education reconstituted in 1935 and the All-India Councils for Technical Education (created in 1945), for Secondary Education (1956) and for Elementary Education (1958). The Government also names commissions and committees to study and report on particular problems or aspects of education.

In retrospect, the recognition of education as a duty of the State traces back to the British Parliamentary *Act of 1813* renewing the East India Company Charter and specifying the legality of setting apart certain funds to be "applied to the Revival and Improvement of Literature . . . and for the Introduction and Production of a knowledge of the sciences . . ." When the first Parliamentary grant was made in 1823, the Governor-General appointed a General Committee of Public Instruction to administer grants for these purposes and deal with educational subjects.

Soon after 1853 renewal of the Charter, the basis for organized educational administration was laid in the *Sir Charles Wood Despatch of 1854* on General Education in India. The next year, Departments of Public Instruction were established in the Provinces. In 1901 the first step was taken toward formation of a Central Education Department when the post of Director-General of Education was created. In 1910 a Member for Education was added to the Executive Council of the Government of India and five years later a Central Bureau of Education was created to gather information and publish reports on education in India and abroad. After Legislative Councils were established in the Provinces under the British Parliament's *Government of India Act [December 23], 1919*, control and general supervision of education (except as it concerned domiciled Europeans and Anglo-Indians) were transferred in 1921 to Indian Ministers with each being responsible for education to the Legislative Council of his Province.

The Central Advisory Board of Education also was created in 1920. Abolished in 1923, it was reconstituted on August 8, 1935 to advise on educational questions referred by Central and Provincial Governments and to circulate information. The Board's *Report on Post-War Educational Development in India* was published in January 1944. Known popularly as the [*Sir John*] *Sargent Plan*, it outlined an overall program, targets, and means for educational development in the interest of attacking such problems as illiteracy of 82 to 88 percent of the people at that time. Among its conclusions was one stating that "A strong Education Department will be required at the Centre . . ."

Accordingly, the Governmnet of India established a separate Department of Education which became operational on September 1, 1945 with the Central Bureau of Education as an integral part. After passage of the *Indian Independence Act* [*July 18*], *1947* by the British Parliament, the Department of Education became the Ministry of Education on August 15, 1947. By *Presidential Order* of April 17, 1957, additional functions were assigned and it became the Ministry of Education and Scientific Research. Effective April 10, 1958, a bifurcation under Presidential Order *(Government Resolution No. F.28–4/58–A.3)* of April 5, 1958, resulted in a Ministry of Education and a Ministry of Scientific Research and Cultural Affairs.

The Minister for Education (Shikshā Mantrī) is appointed under Article 75 of the Constitution "by the President on the advice of the Prime Minister" with term "during the pleasure of the President." He ceases to be a Minister if "for any period of six consecutive months" he is "not a member of either House of Parliament." In practice, he is chosen from majority party membership in Parliament and usually for the 5-year term of the House of the People unless that House is dissolved at an earlier date or the Government loses the confidence of Parliament. On reelection to Parliament, he may be reappointed.

Article 75 also states that "The Council of Ministers shall be collectively responsible to the House of the People." Before entering on duty, Ministers take required "oaths of office and of secrecy." Provisions in Articles 84 (citizenship, age, and other qualifications prescribed "under any law made by Parliament"), 102 (disqualifications), and 105 (privileges and immunities) relate to a seat in Parliament rather than to the Minister of Education per se. Article 88 grants Ministers the "right to speak in, and otherwise to take part in" Parliamentary proceedings including those of "any committee . . . of which he may be named a member . . ."

Organization

The Central Advisory Board is the chief advisory body to the Ministry. Membership includes the Minister as Chairman, the Secretary of the Ministry as ex-officio member, State Ministers of Education, and representatives of Parliament and of special bodies as well as nominated members.

For administrative purposes, the Minister of Education is assisted by the Secretary, Joint Secretaries and Advisers in specific fields, and Deputy and Assistant Educational Advisers. The Secretary serves as Educational Adviser and heads the permanent Secretariat. In the Secretariat, there are an Adviser for Compulsory Primary Education and two Deputy Educational Advisers reporting to the Secretary. One Deputy Educational Adviser heads the Elementary and Basic Education Division encompassing Pre-primary Education, Elementary Education (All-India Council for Elementary Education), Basic Education, Girls Education (National Council for Women's Education), and Production of Literature for Children, as well as Administration of the National Institute of Basic Education.

The other Deputy Educational Adviser has responsibility related to Higher Education and UNESCO encompassing Bi-National and International Non-governmental Education Exchange Programmes for Universities and Institutions of Higher Learning, Central Universities, Development of University and Higher Education, Educational Publications, Rural Higher Education, UNESCO and UNESCO Activities, and the University Grants Commission. Immediately under Joint Educational Adviser I (Ex-Officio Joint Secretary) are the officials listed below together with an indication of their functional concerns:

Deputy Educational Adviser for the Secondary Education Division—(1) Reconstruction and Development of Secondary Education including the Central Advisory Board of Education, Central Bureau of Textbook Research and Educational and Vocational Guidance, Central Institute of Education (Delhi), Central Institute of English (Hyderabad), Central Research Advisory Committee, Directorate of Extension Programmes for Secondary Education, and the Secondary Education Bulletin; and (2) Educational Programmes for the Union Territories and Administration of Educational Departments of Union Territories

Deputy Secretary for Administration—Centrol Secretariat Library, Establishments, National Archives of India, Supplies and Services, and Welfare

Deputy Secretary for Organization and Methods (1 post)—Educational Information and Statistics and Organization and Methods, and

Deputy Secretary for the Physical Education and Recreation Division—Campus Work Projects, Development of Games and Sports, Directorate General of the National Discipline Scheme, Labour and Social Service Camps, Physical Education, Scouting and Guiding, Student Tours and Hikes, and Youth Welfare.

In addition to an Assistant Educational Adviser for Planning (concerned with the *Five-Year Plan*), Joint Educational Adviser II (Ex-Officio Joint Secretary) has under his immediate jurisdiction the officials listed below together with an indication of their functional concerns:

Deputy Educational Adviser for the Social Education and Social Welfare Division—Central Braille Press, Central Social Welfare Board, Development of Libraries, Education of the Handicapped, Employment Centre for the Blind, Model School for Blind Children, National Book Trust, National Fundamental Education Centre, National Institute of Audio-Visual Education, Social Education, and Training Centre for Adult Blind

Deputy Secretary for Hindi—Evolution of Hindi Terminology and Preparation of Hindi Dictionaries, Propagation and Development of Hindi, Propagation and Development of Sanskrit, and Translation of Standard Works in the Field of Science and Technology

Deputy Secretary for the Scholarships Division—Merit Scholarships for studies up to high school stage in public schools and post-matriculation studies in India, and Scholarships for (1) advanced post-graduate studies in humanities and other post-graduate studies abroad, (2) graduate studies in India for nationals of Asian and African countries, (3) post-graduate studies for foreign nationals on a reciprocal basis, (4) "Scheduled Castes, Scheduled Tribes and Other Backward Classes," and (5) studies in Hindi for persons from non-Hindi speaking areas; and

Deputy Secretary for Vigilance (1 post)—Administrative Vigilance.

Authority, Responsibility, and Functions

The Constitution contains basic provisions on education. Part III on "Fundamental Rights" includes Article 28 among those under "Right to Freedom of Religion" and Articles 29 and 30 making up the portion on "Cultural and Educational Rights:"

> 28. (1) No religious instruction shall be provided in any educational institution wholly maintained out of State funds.
>
> (2) Nothing in clause (1) shall apply to an educational institution which is administered by the State but has been established under any endowment or trust which requires that religious instruction shall be imparted in such institution.
>
> (3) No person attending any educational institution recognised by the State or receiving aid out of State funds shall be required to take part in any religious instruction that may be imparted in such institution or to

attend any religious worship that may be conducted in such institution or in any premises attached thereto unless such person or, if such person is a minor, his guardian has given his consent thereto.

29. (1) Any section of the citizens residing in the territory of India or any part thereof having a distinct language, script or culture of its own shall have the right to conserve the same.

(2) No citizen shall be denied admission into any educational institution maintained by the State or receiving aid out of State funds on grounds only of religion, race, caste, language or any of them.

30. (1) All minorities, whether based on religion or language, shall have the right to establish and administer educational institutions of their choice.

(2) The State shall not, in granting aid to educational institutions, discriminate against any educational institution on the ground that it is under the management of a minority, whether based on religion or language.

According to Part IV on "Directive Principles of State Policy:"

41. The State shall, within the limits of its economic capacity and development, make effective provision for securing the right . . . to education . . .

45. The State shall endeavour to provide, within a period of ten years from the commencement of this Constitution, for free and compulsory education for all children until they complete the age of fourteen years.

46. The State shall promote with special care the educational and economic interests of the weaker sections of the people, and, in particular, of the Scheduled Castes and Scheduled Tribes, and shall protect them from social injustice and all forms of exploitation.

"Provisions as to the Administration of Tribal Areas in Assam" in the "Sixth Schedule" include:

6. . . . The District Council for an autonomous district may establish, construct, or manage primary schools . . . and, in particular, may prescribe the language and the manner in which primary education shall be imparted in the primary schools in the district.

14. . . . The Governor may at any time appoint a Commission to examine and report on any matter specified by him . . . or . . . to inquire into and report from time to time on the administration of autonomous districts and autonomous regions in the State generally and in particular on . . . the provision of educational . . . facilities . . .

Educational and cultural items in the Union List of legislative powers include:

25. . . . provision of education and training for the mercantile marine and regulation of such education and training provided by States and other agencies.

29. . . . provision for aeronautical education and training and regulation of such education and training provided by States and other agencies.

62. . . . the National Library, the Indian Museum, the Imperial War Museum, the Victoria Memorial and the Indian War Memorial, and any

other like institution financed by the Government of India wholly or in part and declared by Parliament by law to be an institution of national importance.

63. . . . the Benares Hindu University, the Aligarh Muslim University and the Delhi University, and any other institution declared by Parliament by law to be an institution of national importance.

64. Institutions for scientific or technical education financed by the Government of India wholly or in part and declared by Parliament by law to be institutions of national importance.

65. Union agencies and institutions for—

(a) professional, vocational or technical training, including the training of police officers; or

(b) the promotion of special studies or research . . .

66. Co-ordination and determination of standards in institutions for higher education or research and scientific and technical institutions.

The State List includes:

11. Education including universities subject to the provisions of entries 63, 64, 65 and 66 of List I and entry 25 of List III.

12. Libraries, museums and other similar institutions controlled or financed by the State; ancient and historical monuments and records other than those declared by Parliament by law to be of national importance.

14. Agriculture, including agricultural education and research . . .

15. . . . veterinary training and practice.

The Concurrent List includes:

25. Vocational and technical training of labour.

In addition to Constitutional provisions (including those relating to languages and facilities for primary-stage instruction in the mother tongue) overall policy relating to education is found in the *Sargent Plan* and the Government's *Five-Year Plans* and annual *Educational Development Programmes*. The *Five-Year Plans* contain Educational Development Schemes. After the April 1951-March 1956 Plan came the 1956-61 and projected Plans (with a new target date for universal and compulsory education through age 11). Under this assemblage of policy, the Ministry of Education deals with Union level aspects of general education from preprimary through university level, including social education. In connection with the latter, Government appointed District Social Education Organisers have responsibility for coordinating related Community Project Administration and Department of Education activities in the States.

Specifically, the Ministry (1) works with advisory bodies in drafting educational policy and related programs and financing schemes; (2) has responsibility for general supervision over edu-

BEST COPY AVAILABLE

© by Press Information Bureau (Government of India); courtesy, Ministry of Education, India

The Ministry of Education exercises general supervision over annual Educational Development Programs of India which include basic and social education projects to help villagers learn to write.

cational aspects of the *Five-Year Plans* and annual *Educational Development Programmes;* (3) renders financial assistance (in keeping with Parliamentary appropriation) for education at various levels and has power to control on utilization of such funds; (4) grants scholarships for specialized study in India and abroad in fields other than art, culture, science, and technology; (5) maintains certain Union institutions and has control over without operating educational programs and institutions for "Backward Classes" and in Union Territories (Amindivi, Andaman, Laccadive, and Nicobar Islands; Minicoy in Assam; and the States of Delhi, Himachal Pardesh, Manipur, and Tripura); (6) carries on textbook research and encourages preparation and also prepares educational materials; (7) organizes conferences, seminars, and workshops; (8) has responsibility for the development and propagation of Hindi; and (9) has certain responsibilities for higher education.

The Ministry administers the Rural Institute for Higher Learning and is primarily responsible for administration of Acts of Parliament incorporating Aligarh Muslim University, Benares

Hindu University, the University of Delhi, and Visva-Bharati, Saniniketan. The University Grants Commission, established by the Government in 1953, became operational as a statutory body on November 5, 1956 under *Act No. 3* of that year.

The Commission receives appropriations for development and maintenance of Central universities as well as for development schemes of State universities. Through determination of standards and through grants, the Commission exercises an "indirect control" over universities set up by law in India and over other institutions of higher learning which may be declared to be deemed as universities. Universities have general autonomy on academic and internal administrative matters. An Inter-University Board also advises Government Departments as well as universities on such problems of higher education as are referred to it.

The Ministry cooperates with Government commissions on research in education. It has responsibility for leadership in research relating to basic and fundamental education, languages, textbooks, teacher training, and visual aids.

India—a participant in founding UNESCO—established a National Commission for Co-operation with UNESCO to advise the Government, promote understanding of objects and purposes of UNESCO, and serve as a liaison agency between UNESCO and appropriate institutions in India. In addition to 15 individuals nominated by the Government, membership includes representatives from appropriate All-India institutions and organizations. The Minister of Education is ex-officio President of the Commission and the Educational Adviser is ex-officio Chairman of its Executive Board. A senior Ministry official acts as Secretary. The Ministry of Education is the operative Ministry for matters connected with UNESCO and the Commission. It provides financial resources and staff for Commission work. Activities embrace a number of fields which include implementation of UNESCO programs.

Among Commission programs are those relating to the Associated Schools Project in Education for International Understanding, Production of Reading Materials for Neo-Literates, Indo-United States Project for Developing better Mutual Understanding between the Peoples of the United States of America and India, Popularization of Science, Role of Arts and Crafts in Education and Community Development, Technical Assistance, Translation of Classics and Studies relating to the Treatment of Asian Culture in Western Textbooks, Translation of UNESCO Publications in Indian Languages, UNESCO Major Projects on

Mutual Appreciation of Eastern and Western Cultural Values and on Scientific Research on Arid Lands, and the UNESCO Research Centre on Social Implications of Industrialisation in Southern Asia (Calcutta). The Commission has contacts with National Commissions in other countries and provides assistance and facilities to UNESCO officials, UNESCO fellowship holders, and visitors from sister National Commissions coming to India on missions connected with UNESCO matters.

Administration

Acts of Parliament, ordinances, and statutory instruments at Union level are published in the *Gazette of India* while legislation in the States appears in similar gazettes and codes. Ministry policies and directive issuances are transmitted to the public through State governments. General professional periodicals (such as *The Education Quarterly*) and specialized periodicals (such as quarterly journals on audio-visual, basic, and secondary education, and on youth welfare) and other publications of the Ministry are distributed to State governments, institutions, and individuals concerned.

Recommendations and suggestions on educational problems are received by the Ministry from State governments and the various commissions, committees, and councils appointed by the Ministry for this purpose. These advisory bodies of an All-India or more limited character study problems, present questionnaires, and report findings and recommendations on educational problems. Ministry-organized conferences, seminars, and workshops produce additional ideas as do discussions and debates in the Council of Ministers and in Parliament on such matters as the annual *Educational Development Programmes.*

Republic of Indonesia

Republik Indonesia

April 17, 1959 [1]

UNDER THE PROVISIONAL CONSTITUTION which entered into force on August 17, 1950, the Republic of Indonesia "is a democratic, constitutional State of unitary structure." Sovereignty is vested in the people and exercised by the Government together with the House of Representatives. Indonesian (Bahasa Indonesia) is the official language. There are three elected "organs of the State"—President, Vice-President, and House of Representatives —and three with appointed personnel—Ministers, Supreme Court, and General Audit Department.

The President appoints one or more persons to form the Cabinet. Ministers, under the Prime Minister as Chairman, constitute the Council of Ministers responsible collectively and individually for "continuously" informing the President and Vice-President on "all matters of importance." According to Article 82, the Government "especially takes care that the Constitution, the laws and other regulations are executed."

Official Bodies Concerned With Education

The Ministry of Education, Instruction and Culture of the Republic of Indonesia (Kementerian Pendidikan, Pengadjaran dan Kebudajaan Republik Indonesia) functions under a Government

---

[1] A Constitutional Constituent Assembly began its work in 1957 and was disbanded in 1959. The original or 1945 Constitution, with its provisions for an executive type of Government, was reinstated by *Presidential Decree of July 5, 1959.*

Government Ministries became Departments on August 26, 1959 under *Regulation No. 1/MP/RI/1959.* The Ministry of Education, Instruction and Culture became the Department of Education, Instruction and Culture (Departmen Pendidikan, Pengadjaran dan Kebudajaan) of the Republic of Indonesia and the Minister became the Junior or Vice-Minister (Menteri Muda) under the Minister of Cultural and Social Affairs.

Presidential Decree No. 21 [February 18] 1960 changed the composition of the Working (Kerdja) Cabinet without changing the number of Cabinet Ministers. Composition of the Cabinet became the Prime Minister, the First Minister, Deputy First Minister, 17 "Inner Ministers" and 22 "ordinary Ministers." The post of Junior Minister was abolished. One of the Inner Ministers under this Decree is the Minister of Education, Instruction and Culture.

Minister. Other Ministries operate specialized schools offering instruction in fields with which they are directly concerned such as biology, fish culture, and forestry (Agriculture and Forestry); foreign service (External Affairs); military and naval service (Defense); transport and communications (Transport and Communications); and religious education (Religious Affairs). The Ministry of Internal Affairs provides Provinces with funds for elementary schools.

The initial step toward establishment of a Ministry in the field of education was an 1848 budgetary allocation made by the Kingdom of the Netherlands for the training of indigenous civil servants in their overseas territory then called the Netherlands East Indies. It was followed in 1867 by establishment of a Department of Education. After victory by the Allied Forces of World War II, the Indonesian people proclaimed their independence on August 17, 1945 and established the Republic of Indonesia. The first Cabinet included a portfolio for Education. In the fourth Cabinet, the name of the Ministry was changed to the Ministry of Instruction, Education and Culture. Before settlement with the Dutch and after the Government had moved to Jogjakarta in the interior, the name was changed in early 1948 to Ministry of Education, Instruction and Culture to emphasize education as the "core" of the Ministry's charge and activities.

A central Ministry of Education was formed in Djakarta after negotiations with the Dutch culminated in transfer of sovereignty to Indonesia as a Federal State on December 28, 1948 with the Republic of Indonesia of Jogjakarta being a partitive State like those created in the meantime by the Dutch. At a 1950 conference, the partitive States agreed to unification. Subsequently, the Federal State became the unitary Republic of Indonesia and a new Ministry of Education, Instruction and Culture was formed. The basic educational bill instituted by the Republic of Indonesia of Jogjakarta by *Act No. 4* of 1950, was taken over by the new Ministry by *Act No. 12* of 1954 and declared valid for the entire country.

Under authority in Articles 50 and 51 of the Provisional Constitution, the President "forms the Ministries" and "In accordance with the recommendation of the Cabinet formateur(s). . . . appoints the Prime Minister and the other Ministers, the Prime Minister being one of the Cabinet formateurs." Presidential decrees on appointment are "countersigned by the Cabinet formateur(s)." Interim appointment or resignation of Ministers and resignation of the Cabinet are effected by Presidential decree also.

According to Article 49, "Any Indonesian citizen who has attained the age of 25 years and who has not been debarred from suffrage or from the exercise thereof, nor has been deprived of the right to be elected, is qualified for appointment as Minister." Under Article 55.1. his office is "incompatible with the exercise of any other public office inside or outside the Republic of Indonesia." Article 61.2. specifies that "A member of the House of Representatives who simultaneously holds the office of Minister, is not allowed to exercise his rights or fulfill his duties as a member of said body as long as he holds the office of Minister." Under Article 86, officials of the Republic are appointed in accordance with regulations determined by law. Public laws rather than the Provisional Constitution, provide specifically for the various Ministries.

The Minister of Education, Instruction and Culture (Menteri Pendidikan, Pengadjaran dan Kebudajaan) whose term of office normally extends for the period while the particular Government is in power, is responsible to the Prime Minister, the President and Vice-President, and the House of Representatives.

Other Articles in the Provisional Constitution specify responsibilities and rights of Ministers. Among them are Articles 64, 69, 83, 85, and 106. The Chairman of the House of Representatives calls on Ministers to speak "whenever they intimate the wish to address the House." The House "has the right of interpellation," the House and the members have the right of questioning, and the Ministers are required to supply appropriate information.

"The President and the Vice-President are inviolable," with Ministers being "responsible for the entire policy of the Government; jointly for the entire policy, and each Minister individually for his part in the Government." Presidential decrees require countersignature "by the Minister(s) concerned." Ministers "shall be tried . . . by the Supreme Court . . . for misfeasances and other crimes and transgressions as determined by the law, committed during their period of office."

Organization

The Minister determines policy within the framework of general State policy. The Secretary General is the highest governmental official reporting to the Minister and represents the latter in his absence unless the Cabinet names another Minister for this purpose. The Secretary of the Ministry reports to the Minister and to the Secretary General and supervises the Central Office of the Ministry with its Secretariat of the Ministry and with Sections for Edifices, Financial Affairs, General Affairs, Information, Material Supply, Personnel Affairs, and Subsidy. In addition, Ministry structure includes:

Bureaus—for Coordination of Universities, Foreign Education, International Relations and UNESCO Affairs, Legislation, Libraries, Physical Education, and Youth Affairs

Central Offices—for Archaeology and National Memorials, for National Archives, and for Printing and Publishing (Balai Pustaka)

Departments—for Culture, General Education, Mass Education, and Vocational Education; and

Institutes—for History and Anthropology and for Languages and Literature

In each Province an Office representing the Ministry has charge of Ministry activities in the Province concerned except for activities in the field of university education. In the regencies (counties) there are offices for the inspection of mass, physical, and primary education. Provinces and some regencies have established their own Office of Education supported financially by the Ministry of Home Affairs.

Authority, Responsibility, and Functions

Article 30 of the Provisional Constitution states:

1. Every citizen is entitled to receive an education.
2. The choice of education is free.
3. Teaching is free, except for the supervision to be exercised by public authority in accordance with the law.

Article 40 vests in the "authorities" responsibility to "protect cultural, artistic and scientific freedom" by promoting "the development of the nation in culture, art and science." Article 41 states:

1. The authorities shall promote the spiritual and physical development of the people.
2. The authorities shall in particular aim at the speediest possible abolition of illiteracy.
3. The authorities shall satisfy the need of public education, which shall have for its basic objects the deepening of national consciousness, the strengthening of the unity of Indonesia, the stimulation and deepening of the sense of humanity, of tolerance and of equal respect for everyone's religious conviction and the provision within school hours of the opportunity for religious teaching in accordance with the parents wishes.
4. As regards elementary education, the authorities shall aim at a speedy introduction of general compulsory education.
5. The pupils of the private schools which comply with the standards of efficiency laid down by law for public education, have the same rights as accorded to pupils of public schools.

These provisions and *Public Laws No. 4* (enabling act) and *No. 7* in 1950, *No. 12* (principles of education) in 1954, and *No. 6* in 1956 provide the legal basis for the Ministry and for establishment and extension of the educational system. Within such authority, the Ministry has jurisdiction over education in the country. In practice, it normally does not exercise control or supervision over schools operated by other Ministries. Under 1951 regulation, it entrusts responsibility to Provinces and regencies for establishment and maintenance of elementary schools and the granting of subsidies to private elementary schools.

Main activities of the Ministry relate to (1) preparation for compulsory education using some regencies as experimental areas, (2) the *10-Year Plan* to abolish illiteracy, (3) draft legislation on university education, (4) experimentation in vocational education to avoid unemployment, (5) mass education, (6) establishment of Gardens of Art in the Provinces, (7) use of Bahasa Indonesia, (8) conditions in and outside of school, (9) steps for decentralization of authority in education, and (10) Ministry organization in keeping with decentralization.

The Ministry of Education, Instruction and Culture exercises direct control in matters pertaining to education and culture except for (1) functions delegated to the Provinces—appointment and pay of primary teachers (according to a national scale based on qualifications), erection and equipment of primary school buildings, and granting of subsidies to private primary schools; (2) operation of specialized schools by other Ministries; and (3) internal operating autonomy granted to University Senates. It has authority to supervise education activities where responsibility has been delegated.

Ministry jurisdiction over education encompasses jurisdiction over private schools. The Ministry has authority to close such schools when it deems their standards to be below the minimum for public schools. Private institutions include religious schools (Moslem, Catholic, and Protestant) and Chinese schools for children of Chinese parents who have Indonesian nationality. When standards of religious schools are deemed appropriate, they may become "subsidized schools" receiving Government funds to the extent necessary to raise their income up to public school level for building construction, educational materials and equipment, maintenance, and salaries.

"Assisted schools" receive grants on a smaller scale. As a minimum requirement, private schools must provide 4 hours a week of instruction in Indonesian. Private schools such as those for children of Chinese nationality are subject to Ministry supervision on "political" aspects of instruction. A major distinguishing factor between public and private schools is classification of teachers as civil servants under the Government payroll or as personnel under private auspices.

At the higher education level, university presidents are responsible to the Minister of Education, Instruction and Culture, with most matters being handled through the Ministry's Bureau for Coordination of Higher Education. The Minister decides higher education policy and exercises budgetary and personnel control with university planning and financing depending largely on recommendations of the University Council and the University Senates. The latter have certain internal autonomy on curriculums and operations.

The Ministry operates some academies (such as in arts of design and physical education), a conservatory, and a music school. Teacher training programs are operated by its Bureau of Physical Education and its Departments of General and of Vocational Education for teachers in the respective fields. The teacher training programs cover (1) schools for teachers for infant schools (Sekolah Guru Taman Kanak-kanak), (2) schools for primary teachers (Sekolah Guru Atas and Sekolah Guru B with the latter being established as an emergency program to help meet the shortage of teachers prior to conversion into the former type or another kind of secondary school), (3) an inservice school with program leading to the junior secondary teacher certificate (Pendidikan Guru untuk Sekolah Landjutan Pertama), (4) a similar inservice program in vocational education (Sekolah Guru Pendidikan Teknik), and (5) B I and B II courses leading to the full secondary school teacher certificate.

The Ministry's Bureau for Libraries is responsible for development of public, school, and university library services; obtaining books from overseas; training librarians; and developing a national bibliographical service. Its Department of Mass Education concerned with literacy problems, operates general libraries for provision of popular information, special community training centers, basic education courses, and courses for workers in trades. The latter are run in cooperation with other Ministries and local agencies. The Department of Culture is responsible for maintaining Government archives, developing museums, caring for and restoring historical monuments, encouraging creative arts through establishment of teaching institutions and subsidies to cultural organizations.

The Ministry seeks to promote research by scientific bodies—universities as well as institutes. Several Faculties have their own institute of research such as the Faculties of Law and of Medicine in Djakarta with their respective Institutes of Criminology and of Psychology. The Ministry sponsors the Indonesian Council of Science (Madjelis Ilmu Pengetahuan Indonesia) encompassing natural as well as social sciences. Departments of the Ministry have research sections related to their activities.

The Bureau for External Relations and UNESCO Affairs in the Ministry has 4 sections which provide the Secretariat for the National Commission for Indonesia through which relations are fostered with UNESCO, organize cultural exchanges and nominate cultural attachés to the Ministry of External Affairs for service in Indonesian missions abroad, handle educational technical assistance from abroad, and act as a clearing house for cultural agreements, international information, and publications.

Administration

The Ministry brings to the attention of the Provinces (for elementary schools) and to administrators, teachers, and others directly concerned, the laws, Presidential decrees, and orders (Ministry instructions) relating to its fields of interest. Its staff meetings serve as a means of bringing information to the attention of specific groups.

Provinces recommend to the Ministry their programs for elementary education and financing. Parent and teacher organizations are established in most areas of the country.

Kingdom of Iran

(Dowlate Shahanshahi Iran)

**May 19, 1959*

THE KINGDOM OF IRAN has a 1906 Constitution as amended and a 1907 *Constitutional Law* as amended. The latter defines State powers which "shall always be differentiated and separated from one another." Legislative power emanates from His Imperial Majesty the Shah, the elected National Assembly (Majlis) and the Senate (half the members elected and half appointed). Judicial power "belongs to Sheri tribunals in matters appertaining to the Sheri, and to the courts of justice in matters appertaining to civil law." The High Court of Appeal has authority to try any prosecution by the National Assembly or the Senate against Ministers. Executive power rests with the Sovereign and is "exercised by the ministers and government officials in the name of His Imperial Majesty in the manner defined by law."

Number, responsibility of Ministers and functions assigned to them are fixed or defined by law. Ministers of State "are responsible in all matters"—the Sovereign's decrees and rescripts "shall only be put into execution when they have been signed by the responsible minister, who is responsible for the accuracy of the contents." Islam is the official religion "and the true sect is the Ja'fariya (recognizing twelve Imams)." Each of the Provinces in the country is known as an *Ostān* with the next subdivision being the county (shahrestān).

Official Bodies Concerned With Education

The Ministry of Education (Vezarate Farhang) under a Minister of State has responsibility for education in the Nation. Other Ministries—such as Agriculture, Health, Labor, and War—may open schools for training in their fields of interest provided the curriculum is approved by the Ministry of Education.

Originally, the Ministry was established on September 14, 1855 as the Ministry of Sciences. Called the Ministry of Sciences and

Culture on February 25, 1906, it became the Ministry of Culture or Education (using the Arabic word "ma ʿarif" for "education") on February 4, 1908. On January 13, 1910, it became known as the Ministry of Education, Endowments, and Fine Arts. On March 24, 1939 the name was changed to Ministry of Education (using the Persian word "Farhang" for "Education"). In the two fundamental laws, the Ministry of Education is the only Ministry specified by function; namely, in Article 19 of the *Constitutional Law*. The September 1, 1910 *Administrative Law of the Ministry* as amended, spells out functions and responsibilities.

Constitutional Law Article 46 prescribes that "The dismissal and appointment of ministers are by order of the Sovereign." In practice, the Prime Minister nominates and the Sovereign appoints Cabinet members. Term of office is indefinite. It may terminate at the Minister's request, on resignation of the Cabinet of which he is a member, or on dismissal by the Sovereign. Under Article 67, "If the National Assembly or the Senate express dissatisfaction with the cabinet of ministers or with a single minister, that cabinet or that minister must be dismissed." Requirements for appointment are specified in Articles 58 and 59. A Minister must be a Mussulman, an Iranian by birth, and an Iranian subject. He is not eligible if he is a Prince of the first rank—son, brother, or uncle of the reigning Sovereign.

According to Articles 60, 61, and 68, Ministers "are responsible to both assemblies . . . must appear whenever they are summoned" and "besides being severally responsible for the particular affairs of their own ministry, are in matters of general policy conjointly responsible to the two assemblies, and are guarantors of each others' actions." They "cannot undertake any salaried employment other than their own duties." Article 31 of the Constitution authorizes Ministers to be present at National Assembly sittings, hear the debates, ask permission to speak, and give explanations.

Organization

The High Council of Education established by law in 1922, is the top advisory body to the Minister of Education (Vazir Farhang). In addition to the ex officio officers—the Minister, as Chairman, and the Director General of Education—the Council has 10 official members with the right to vote and 10 honorary members who participate in meetings. The 20 members are appointed by the Sovereign on nomination by the Minister, for 4-year terms with eligibility for reappointment. Official members include two teachers, a secondary school principal, a college dean, a clergyman (Mojtahed) and five scholars. Branches function according to Provincial and county decrees approved by the Ministry and have Directors of Education in the localities serving as Chairmen.

The Minister is the Director of Endowment Lands and Properties. Reporting to the Minister are the Parliamentary and the Permanent (Technical) Under-Secretaries; heads of the Department for Educational Cooperation, the Information and Control Office, and the Planning Department; and the top Secretariat officials of the High Council of Education, the Theology Council, and the Ministerial Secretariat. Reporting to the Permanent Under-Secretary are the Directors General of:

Administration—with a Legal Office and Departments for Accounting, Administrative Trial (of personnel), Bequests, Construction, Inspection, Libraries, Monuments and Museums, Personnel, Procurement, Protocol, and School Health

Education—with Departments for Examinations and for the various levels and types of education—kindergarten, elementary and compulsory, secondary, teacher training, home and family, fundamental and adult, tribal (portable schools for nomads), physical (including youth activities), and higher education (including offices concerned with international cultural relations, students studying abroad, and Provincial Colleges)

Fine Arts—with Departments for Art Education in ordinary schools, Art Publications and Public Relations, Audio-Visual Education, Dramatic Art and Theaters, Schools of Classical Music and Art, and Schools of National Arts, and

Vocational Education—with Departments for Agricultural, Business, and Industrial Education.

Directors of Education in Provinces and counties are appointed by the Minister and report to the Director General of Education. Superior inspectors are assigned in proportion to students in Tehran while administrative, educational, and training inspectors are assigned in proportion to the pupil population in Tehran and the other areas.

Authority, Responsibility, and Functions

Article 18 of the *Constitutional Law* provides that "The study and teaching of arts, letters, and sciences are free, except in so far as they are forbidden by the Sheri." Article 19 states:

> The foundation of schools at the expense of the State and the people, and compulsory education, must be in accordance with the law of the

ministry of education. All primary and secondary schools must be under the direction and surveillance of the ministry of education.

The *Constitution of the Ministry of Education* provides for each group of schools (such as 6-year village and city elementary schools, 6-year secondary schools, and schools of higher learning) to "have its specific legal program of studies" with the Ministry in charge of "executing and following these programs," designating "the various grades and classes of study," and regulating "the examinations and diplomas thereof." It places buildings, lands, and other public school properties "under the supervision of the Ministry of Education."

The *Administrative Law of the Ministry* details functions of the Minister and functions and organization of the Ministry. Further detail is provided in governing issuances (as amended) such as the 1922 *Law Regarding the High Council of Education*, related *Regulations* (passed by the Cabinet) and *Fundamental Regulations Regarding the Council of Education* in Provinces and counties (approved by the Ministry); the *Constitution of the Department of Education* in Tehran (approved by the High Council of Education on April 1, 1932); *Basic Regulations for the Publications Department* (approved by the Cabinet on February 8, 1934); the *Teacher Training Law* for establishment of teacher training institutions (March 9, 1934) and related regulations; *Regulations Concerning the Departments of Examinations and Programs* (approved by the Ministry on March 31, 1939); and the like.

Within this framework, the Ministry has powers of control over education in the Nation and operates most Government schools including the Iranian religious schools. It decides number, location, and kinds of schools and other educational institutions and certain cultural institutions. It plans the budget for submission to the National Assembly and has responsibility for funds authorized. It establishes courses of study and curriculums, determines how and when subjects shall be taught, issues examinations, inspects schools, regulates teacher training, and selects, appoints, promotes, assigns or dismisses school personnel, and develops regulations governing salaries for such personnel. The Ministry has authorized Provincial Education Offices to organize 6-week professional type courses for secondary school graduates who wish to apply for teaching positions.

Encouragement of compulsory elementary school attendance comes within Ministry jurisdiction as do the granting of pupil promotions and diplomas, and preparation and issuance of textbooks. It is responsible for school construction financed from the

Ministry's budget, including funds appropriated from local taxes which municipalities are authorized to levy for this purpose. School maintenance and general physical care of children in school are Ministry responsibilities.

Private schools come under control of the Ministry through its authority to authorize their establishment, certify as to qualifications of candidates for principalships, require use of the public school curriculum, approve textbooks, require monthly reports from the principals, validate record cards, issue final examination certificates, and inspect for conformance to general rules and regulations established by the Ministry for "all" schools. In addition to some elementary and secondary schools, these private schools include most of the kindergartens (located in urban areas), technical schools (such as those sponsored by industries), and foreign schools. The Ministry also authorizes operation of schools specifically for training of foreign children, while leaving their operations to sponsoring authorities.

In terms of control, there are two types of institutions of higher learning: (1) University of Tehran with certain autonomy and (2) Provincial Colleges operated by the Ministry through its Department of Higher Education. Courses of study in the same fields and administrative rules and regulations are standard for both types.

Prior to February 4, 1943, the University of Tehran was an organic part of the Ministry of Education. Since that date, the University develops its own budget and handles certain technical matters. When the budget is prepared, it is submitted to the Minister of Education for signature and presentation to the National Assembly for action. Funds are appropriated as part of the Ministry's budget. The University Council elects the Rector while Deans of Faculties are elected by the professional staff. The Ministry controls the granting of degrees offered on completion of the regular 3-year programs, certain 4-year programs, and the 6-year medical program. In the case of Provincial Colleges, the Ministry appoints their Directors and faculty and provides financial support from its regular budget.

In the cultural field, the Ministry operates the National Library in Tehran. Through its Department of Fine Arts, it operates museums throughout the country.

In 1955, the Department of Curriculum and Research was established to do research work in the Ministry. It developed a new elementary curriculum for experimentation in two schools prior to adoption in elementary schools throughout the Nation. It prepared a curriculum which has been implemented in certain classes concerned with agricultural and industrial fields. As a basis for revision of curriculums in regular normal schools and in those for training teachers of agricultural subjects, a survey was undertaken to determine nature and significance of problems related to preservice training programs for teachers in elementary schools. A statistical survey of anticipated school population and a testing program for use in student guidance for industrial studies in secondary schools are being implemented.

The Office of International Cultural Relations in the Ministry's Department of Higher Education acts in a liaison capacity with cultural offices abroad. It also has charge of establishing and developing educational exchanges with other countries and works directly with the UNESCO Mission in the Kingdom of Iran. By *Royal Ordinance* of July 15, 1948, the Ministry of Education established a National Commission for UNESCO as a center (with a Secretariat) for operation and administration of affairs relating to UNESCO. The Ministers or Deputy Ministers of Education and of Foreign Affairs are among the members.

Administration

The *Official Journal of Iran* includes laws and other acts with the force of law. General Circulars signed by the Minister of Education are sent directly to those concerned to inform them of the laws, policies, rules, regulations, and instructions affecting education and the schools. The Ministry is experimenting with delegating responsibility to Education Offices in Provinces and counties for seeing that circulars reach individuals directly concerned.

The Ministry obtains suggestions and recommendations from the High Council of Education, conferences, the intergovernmental UNESCO Mission, the United States Operations Mission established under bilateral agreement, and parent-teacher associations. The first National Education Conference was held in Tehran for 10 days in the summer of 1957 with some 550 educators from the various parts of the country and some 20 foreign advisers. Its recommendations and those received from such conferences as the National Elementary Education Conference in Efahan in February 1958 and the National Secondary Education Conference in Meshed in May 1958, are used by the Ministry in developing policy in the field of education.

Parent-teacher associations in the school system operate under a constitution prepared by the Ministry of Education. Under provisions of this constitution, school principals represent the Ministry in activities caried out under sponsorship of the associations.

Republic of Iraq

(Al-Jumhuriyya Al-'Iraqiyya)

January 27, 1959

THE 1958 INTERIM CONSTITUTION, issued after the July 14, 1958 proclamation announcing establishment of the Republic of Iraq, includes the following provisions:

Article 4. Islam is the religion of the State.

Article 20. The presidency of the Republic shall be vested in a Council of State consisting of a President and two members.

Article 21. Legislative power shall be vested in the Council of Ministers with the approval of the Council of State.

Article 22. Executive power shall be vested in the Council of Ministers and each Minister within his own jurisdiction.

Article 23. Judges shall be independent. . . .

Article 27. The decisions and orders issued by the Commander of the Armed Forces, the Prime Minister or the Sovereignty Council during the period from July 14, 1958, until the implementation of this Interim Constitution will have the force of law, and they will amend any contradictory provisions in the laws which were valid before their issue.

Article 28. All provisions of valid legislation enacted prior to July 14, 1958, shall remain valid. This legislation may be canceled or amended in the manner provided for by this Interim Constitution.

Article 30. Cabinet ministers shall insure implementation of this Constitution.

Official Bodies Concerned With Education

Under the Council of Ministers, the Ministry of Education (Wazārat Al-Maʿārif) is the Cabinet level body primarily concerned with education. Various other Cabinet level Ministries are concerned with certain operating aspects of education:

1. The Ministry of Agriculture operates the Secondary Agriculture School. (Other agricultural schools below the higher education level are attached to the Ministry of Education.)

2. The Ministry of Defense operates military schools and finances related programs including literacy classes for the military taught by teachers supplied by the Ministry of Education and paid by the Ministry of Defense.

3. The Ministry of Development conducts technical courses for skilled labor as does the Ministry of Communications and Works. The latter concentrates particularly on training for the railways.

4. The Ministry of Health conducts courses in fields related to its areas of interest.

5. The Ministry of Interior handles administrative and financial matters for kindergartens, primary schools, and demonstration schools. These schools are controlled by the Local Administration (Mutasarrifiya) of the Ministry of Interior while the Ministry of Education deals with educational aspects of these programs.

6. The Ministry of Social Affairs deals with social aspects of education. It is responsible for teaching handicrafts to the orphaned and to the handicapped. It also finances the salaries of teachers provided by the Ministry of Interior through its Local Administration to teach in kindergartens and in literacy classes for adult males and provides social workers to teach literacy classes for adult females in community and in rural social centers.

7. Directly under the Prime Minister, the Directorate General of Endowments operates various religious schools and the College of Islamic Jurisprudence.

In addition to these Cabinet level bodies, the University of Baghdad has a University Council functioning as an official body of Government under the Chairmanship of the President of the University whose status is assimilated to that of a Minister.

Ministers are appointed and relieved of their duties at the pleasure of the Prime Minister with approval of the Council of State. The Ministry of Education (like the Ministries of Defense, Health, and Interior) was established on November 25, 1920 after the mandate for Mesopotamia as an independent State was entrusted to British administration under the *Treaty of Peace with Turkey* that year. After the June 30, 1930 *Treaty* recognizing the independence of Mesopotamia under its Arab name of Iraq, the *Ministries Formation Law No. 37* (1933) provided the legal basis for the various Ministries.

Public Education Law No. 57 (1940) as amended laid down basic principles for education—whether public or private. Government (Ministerial) regulations declared responsibility and outlined organization of the Ministry of Education. In October 1958, new *Regulations Concerning the Set-up and Functioning of the Ministry of Education and of Teaching* were issued.

Organization

Under the October 1958 *Regulations*, the Ministry of Education is composed of 5 main directorates, the High Committee for Research and Guidance, and councils and committees:

Directorate General of Teaching with 4 Directorates—Primary and Fundamental Education, Secondary Education, Physical Education, and Education in the Counties (Liwas) with each county having its own Directorate of Education

Directorate General of Vocational Education with 5 Directorates—Primary Teacher Preparation, Agricultural Education, Industrial Education, Fine Arts and Domestic Arts Education, and Commercial Education

Directorate of Technical Affairs with 4 Directorates—Scientific Missions; Curriculums, Textbooks, and Visual Aids; Examinations and Certificates; and Cultural Relations—and an office concerned with Cultural Offices Abroad

Directorate General of Administration with 5 Directorates—Filing and Records, Accountancy, Supplies, Laboratories, and Buildings

Directorate General of Inspection with an Office of Primary School Inspection, an Office of Secondary and Vocational School Inspection, and an office to include "a number of specialist, administrative inspectors as well as a number for the primary schools"

Directorate General of Antiquities and the Academy operating under separate regulations

High Committee for Research and Guidance (5 members with the Chairman required to be of university professorial rank) to supervise 4 Directorates—Educational Statistics, Publication and Writing, School and Public Libraries, and Accreditation

Council of Educa[illegible] consisting of the Minister of Education as Chairman, Directors General, the Chairman of the High Committee for Research and Guidance, the Inspector General, and the Director concerned with the business at hand such as budget, laws and regulations relating to the Ministry, policy, and other matters which might be referred by the Minister

Council of Directors of Education of the Counties

Central Purchasing Committee

Promotions Committee, and

Scientific Missions Committee.

Authority, Responsibility, and Functions

Under Section I of the October 1958 Regulations, "The Minister of Education [Wazīr Al-Maʿārif] is responsible for the policy of the Ministry, its direction and supervision and the execution of all laws and regulations." Included among such laws and regulations are those relating to the various levels of education such as the *Public Secondary School Regulations* of 1943 and amendments to these official acts. The Council of Education under the chairmanship of the Minister of Education "is to approve the following:"

Budget of the Ministry
Laws and regulations pertaining to the Ministry
Subjects recommended for scientific missions
Nomination of mission students and related grants
Textbooks and curriculums
Educational policy
Distribution of grants to private schools
Assistance to scholars for writing, translating, and publication of works, and
Other affairs which might be referred by the Minister.

Except for specific operating controls assigned to other Ministries, the Ministry of Education has jurisdiction over public schools throughout the country. Its control over public schools and cultural institutions within its jurisdiction includes (1) deciding numbers, locations, and kinds of schools and cultural establishments; (2) preparing the educational and cultural budget for ratification; (3) prescribing curriculums and courses of study, including those for teacher training and school administration; (4) issuing examinations; (5) inspecting schools for compliance with laws and regulations; (6) appointing, promoting, and dismissing teachers and other school employees, and fixing their salaries according to law; (7) deciding on number of schools needed, financing construction, and supervising maintenance of schools and other cultural buildings; (8) giving medical examinations and requiring health certificates from students before they enter school; (9) granting diplomas to graduates of primary, intermediate, and secondary schools; (10) controlling selection and distribution of textbooks for schools below the higher education level; (11) sponsoring geographic exploration, athletic, and other activities among students; (12) sending students abroad to study at Ministry expense; and (13) directing—with the cooperation of UNICEF—the school feeding program.

Like public schools, foreign schools and private schools (such as those operated by charitable and religious groups or by the Iraq Petroleum Company) require Ministry authorization to operate. The Ministry requires them to submit their annual budgets for consideration, have sufficient funds to operate, follow curriculums determined by the Ministry, use textbooks prepared or approved by the Ministry, and comply with special Ministry regulations. Ministry approval is required for appointment of their teachers (except for religious activities) while such schools handle their own transfers, promotions, and dismissals.

Higher education comes within the province of the State. As of 1956, there were 13 colleges and institutions of higher education in the Nation exclusive of the private College of Theology directed by Religious Foundations (Awqaf). That year (June 1956) the *Law of the University of Baghdad* (No. 60) initially was enacted to authorize establishment of the University of Baghdad to be made up of some or all of the existing colleges after a Founding Council of eight men "experienced in higher education" had studied them and decided whether or not they were of a standard to warrant admission into the University. In July 1957, the Council of Ministers took action to put the Law into operation.

The Founding Council began meeting in November 1957 under its powers to introduce changes and improvements for the purpose of admission of colleges into the University. The Law gives the President of the University powers similar to those of a Minister. Steps were taken for transfer to him of operating powers previously held by the Minister of Agriculture (over the Colleges of Agriculture and Veterinary Medicine), the Minister of Health (over the Colleges of Dentistry, Medicine, and Pharmacy), and the Minister of Education (over the other eight public institutions of higher learning). By January 1959, the University of Baghdad consisted of twelve Colleges (Agriculture, Commerce, Dentistry, Education, Engineering, Law, Letters, Medicine, Pharmacy, Science, Veterinary, and the Tahrir College for Women) and two 3-year Higher Institutes (Industrial Engineering and Physical Education).

University management is vested in a President, one or more Vice Presidents, a Secretary General, and a University Council. The President is appointed from among three candidates nominated by the Minister of Education for a 3-year term which is subject to renewal. His appointment and other University appointments are made by the Council of Ministers subject to approval by the Council of State. The Law requires the President to be a university professor.

The President presides over the University Council consisting of the President, the Vice President, a representative from the Ministry of Education of rank "at least that of a Director General," Deans of the Colleges, and four professors. The Law includes a provision for two other members from outside the University who are "eminent in their fields and highly qualified" who "must be approved by the Minister of Education."

The Minister of Education represents the University in the Council of Ministers and in legislative matters. Funds for the University include revenue from its possessions, University fees, and an annual grant from the Government. Budget of the University is considered as a separate item with expenditures to be audited by the Comptroller General.

The University Council is concerned with financial administration, building proposals, preparation of the annual budget, appointment of professors and other staff, and granting of scientific and honorary degrees. Pending establishment of a committee (deans, professors, and high ranking Ministry officials) by the Minister of Education to reorganize University staff and ranks, the University Council is concerned with establishment of promotion standards for ranks of reader, assistant professor, and professor. The Law authorizes the Minister of Education to suggest to the University Council establishment of University branches elsewhere than in Baghdad.

Museums, art galleries and libraries are operated by or under direction of the Ministry of Education. The Iraq Academy is an integral part of the Ministry concerned with fostering various archeological, historical, literary, and scientific research. It publishes books written by Iraqi scholars and other authors and helps scholars financially by publishing their theses.

The Ministry of Education maintains cultural relations with countries in the Arab League and with other Nations under formal cultural agreements which the Government of the Republic of Iraq has with these Nations or through working relationships with foreign cultural attachés. Under *Regulation No. 7* (January 19, 1950), the Minister of Education selects the members of the National Cultural Commission (from among members of scientific and cultural institutions and representatives of cultural bodies) to advise him on questions submitted to the Commission concerning the Cultural Section of the League of Arab States and concerning UNESCO. The Minister is ex officio Chairman of the Commission.

Administration

Laws, policies, regulations, and informational materials are brought to the attention of officials concerned through orders, circulars, and instructional memorandums. They also may be announced through the press and over the radio. The Minister, a Director General, or any other Director of the Ministry may issue instructions orally to subordinate Ministry personnel. Teachers, educational administrators, and the general public have the legal right to make suggestions to the Ministry on educational matters.

Ireland

(Éire)

September 11, 1959 [1]

AN ELECTED PRESIDENT heads the State of Ireland. Under the 1937 Constitution, the "power of making laws" is vested in the National Parliament—Oireachtas—consisting of the President, an elected House of Representatives—Dáil Éireann—and a partly nominated and partly elected Senate—Seanad Éireann. Three Senators are elected by the National University of Ireland and three by the University of Dublin. For other elected Senators, one of five panels of candidates represents "interests and services" of "National Language and Culture, Literature, Art, Education and such professional interests as may be defined by law for the purpose of the panel."

Parliament "may provide for the establishment or recognition of functional or vocational councils representing branches of the social and economic life of the people." Provision "may be made by law for direct election by any functional or vocational group or association or council" of specified numbers of Senators "in substitution for an equal number" from the corresponding panel.

The President exercises conferred powers "only on the advice of the Government," unless the Constitution otherwise stipulates. On nomination of Dáil Éireann, he appoints the Prime Minister—Taoiseach—as head of Government. Matters which "shall be regulated in accordance with law" include "the organization of, and distribution of business amongst, Departments of State [and] the designation of members of the Government to be the Ministers in charge of the said Departments . . ." The Taoiseach, "with their prior consent," nominates nonelected Senators.

A Council of State advises the President and an Attorney General gives legal advice to the Government. A Comptroller and Auditor General controls disbursements and audits accounts. Justice is administered in public courts by judges who are "independent in the exercise of their judicial functions."

---

[1] Ireland became a member of UNESCO on October 3, 1961.

Irish "as the national language is the first official language." English is "recognized as a second official language." In the field of religion, "The State recognizes the special position of the Holy Catholic Apostolic and Roman Church" and "also recognizes" other religious denominations. It "guarantees not to endow any religion."

Official Bodies Concerned With Education

The Department of Education (An Roinn Oideachais) under a Government member is responsible for administration of public education insofar as the State is concerned. Before the *Treaty* of December 6, 1921, recognizing the State of Ireland, (1) primary education was administered by Commissioners of National [primary] Education whose posts were created in 1831 when the system of National Education was established, (2) secondary education by the Intermediate Education Commissioners whose posts were created in 1878, and (3) technical education by the Department of Agriculture and Technical Instruction for Ireland established in 1899.

After 1922 creation of the native Government of Ireland, the same type of system continued until the *Ministers and Secretarites Act, 1924*, provided for The Department of Education headed by a Government member as Minister for Education (Áire Oideachais). The Department then assumed these responsibilities including technical education except for "purely agricultural education" which remained in the administrative sphere of The Department of Agriculture.

Other Departments have specialized concerns in education. The Department of Defence administers the Military College, The Department of External Affairs is concerned with intergovernmental educational and cultural relations, and The Department of Health has responsibility for medical inspection in National Schools. Each of the two universities (and their constituent university colleges) and the Dublin Institute for Advanced Studies are chartered as "autonomous" institutions. In 1950, the Government established a Council of Education to advise the Minister for Education "in so far as pertains to the powers, duties and functions of the State, upon such matters relating to educational theory and practice as they think fit and upon any educational questions and problems referred to them by him."

Under Article 13 of the Constitution, "The President shall, on the nomination of the Taoiseach with the previous approval of

Dáil Éireann, appoint the other members of the Government" and "on the advice of the Taoiseach, accept the resignation or terminate the appointment of any member." Under Article 28, a member other than the Taoiseach, "may resign" by placing his resignation in the hands of the Taoiseach for submission to the President. The President accepts the resignation "if so advised by the Taoiseach." The latter "may at any time, for reasons which to him seem sufficient, request a member of the Government to resign; should the member concerned fail to comply with the request, his appointment shall be terminated by the President if the Taoiseach so advises." The term of a Government Minister normally is concurrent with that of the members of Dáil Éireann which, by law authorized under Article 16, is five years as a maximum.

Article 23 also specifies that the "Taoiseach, the Tanaiste [Deputy Prime Minister] and the member of the Government who is in charge of The Department of Finance must be members of Dáil Éireann" while other Government members "must be members of Dáil Éireann or Seanad Éireann" with "not more than two" from the Seanad. Under Articles 16 and 18, "Every citizen without distinction of sex who has reached the age of twenty-one years, and who is not placed under disability or incapacity by this Constitution or by law, shall be eligible for membership" in Dáil or Seanad.

Under provisions in Article 28, the Government is responsible to Dáil Éireann and meets and acts "as a collective authority, and shall be collectively responsible for the Departments of State administered by the members of the Government." Government members "have the right to attend and be heard in each House" of Parliament. Individually, Ministers serve under the Taoiseach. If he resigns, the other members are "deemed also to have resigned." On resignation or on dissolution of Dáil Éireann, the Government continues in office "until their successors shall have been appointed."

Organization

The advisory Council of Education consists of members nominated by the Minister from among persons having experience as primary school managers, headmasters, or teachers, or persons who are connected with other cultural or educational bodies including universities. Under the Minister, there is a Permanent Secretary with (1) an administrative staff; (2) a School Inspectorate with a Chief Inspector and several Deputies; Head Organizing Inspectors and Inspectors of Domestic Economy, Kindergartens, and Music Instruction; and Divisional and District Inspectors; and (3) Branches corresponding to each type of education within The Department's jurisdiction—National (Primary) including public preschool education in Junior Departments of National Schools, Secondary and Vocational (including Technical), and Reformatory and Industrial.

Senior members of the Inspectorate are attached centrally; others are in immediate charge of school areas throughout the country. A Board of Appeal appointed by the Minister (chairman, representative nominated by the Irish National Teachers' Organization, and another member) examine teacher appeals against an inspector's report and recommend action. Within administrative control of The Department there also are the National Gallery, the National Library, and the National Museum—each headed by a Director—and certain other cultural institutions.

Authority, Responsibility, and Functions

The Constitution includes provisions on or related to education:

> Art. 42. 1. The State acknowledges that the primary and natural educator of the child is the Family and guarantees to respect the inalienable right and duty of parents to provide, according to their means, for the religious and moral, intellectual, physical and social education of their children.
>
> 2. Parents shall be free to provide this education in their homes or in private schools or in schools recognized or established by the State.
>
> 3. (1) The State shall not oblige parents in violation of their conscience and lawful preference to send their children to schools established by the State, or to any particular type of school designated by the State.
>
> (2) The State shall, however, as guardian of the common good, require in view of actual conditions that the children receive a certain minimum education, moral, intellectual and social.
>
> 4. The State shall provide for free primary education and shall endeavour to supplement and give reasonable aid to private and corporate educational initiative, and, when the public good requires it, provide other educational facilities or institutions with due regard, however, for the rights of parents, especially in the matter of religious and moral formation.
>
> 5. In exceptional cases, where the parents for physical or moral reasons fail in their duty towards their children, the State as guardian of the common good, by appropriate means shall endeavour to supply the place of the parents, but always with due regard for the natural and imprescriptible rights of the child.

Art. 44. 2. (4) Legislation providing State aid for schools shall not discriminate between schools under the management of different religious denominations nor be such as to affect prejudicially the right of any child to attend a school receiving public money without attending religious instruction at that school.

(5) Every religious denomination shall have the right to manage its own affairs, own, acquire and administer property, movable and immovable, and maintain institutions for religious or charitable purposes.

(6) The property of any religious denomination or any educational institution shall not be diverted save for necessary works of public utility and on payment of compensation.

In addition to these Constitutional provisions and the *Ministers and Secretaries Act, 1924*, a series of Acts spell out authority. Among them are the:

School Attendance Act, 1926—on (1) compulsory "secular instruction . . . prescribed or sanctioned by the Minister" for children of 6 to 14 years of age, (2) enforcement, (3) prohibition of employment interfering with compulsory education, and (4) the Minister's authority to order application to children between 14 and 16 years of age

Vocational Education Act, 1930 as amended—on (1) election by the local rating (taxing) authority of a Vocational Education Committee of 14 with not less than 5 nor more than 8 being members of the rating authority [and others usually representing educational bodies in the area, employers, and trade unions], (2) Committee framing of programs subject to provisions of the Act and approval by the Minister, (3) a Committee Secretary as Chief Executive Officer to organize and administer the scheme, (4) training in continuation schools, technical schools, and in factories, and (5) financing by the local rating authority and the State; and

Children Acts, 1908–1957—providing for reformatory and industrial school organization.

The Department, in turn, issues implementing rules and regulations such as *Rules and Regulations for National Schools* and *Rules and Regulations for the Payment of Grants to Secondary Schools.*

Within such a context, The Department has varying degrees of responsibility for education. Schools are operated by other authorities. Primary school managers (usually clergymen and "always of the religious denomination of the majority of the children attending the particular school") and Vocational Education Committees establish new National (primary) and vocational and technical schools subject to approval of their proposals by the Minister for Education. "Recognized" secondary schools are owned and maintained by churches, religious orders, or others. They function under the Minister's *Rules and Regulations for Secondary Schools* and are eligible for State grants. Reformatory and Industrial Schools for Catholic children are administered and financed by The Department with operations being in the hands of Catholic Religious Orders. There is separate provision for other children.

The State establishes residential "preparatory colleges" offering secondary education to those planning to enter training colleges for preparation of teachers. Training colleges are managed by appropriate denominational authorities and receive capitation and other grants from the State.

The Department prepares an annual estimate of needed educational funds for inclusion in Estimates for Public Services forwarded by the Government for Parliamentary action. Funds appropriated for National (primary) schools include moneys for (1) allowances, salaries, and superannuation for National teachers in accordance with scales prescribed by the Minister for Education and the noncontributory State-guaranteed pension scheme; (2) about half of the school maintenance funds with the rest supplied locally; (3) free school books for children in need of assistance; (4) grants covering about seven-eighths of school construction costs with the balance and the cost of sites being financed locally; (5) some scholarships, bonuses, and the like, and (6) State-aided transport services for children from small coastal islands or isolated areas.

At secondary level, the State finances construction and maintenance costs of preparatory institutions for candidates for training as primary teachers. State funds for recognized schools include moneys for capitation and other grants (such as for the teaching of domestic economy, manual instruction, and science), "incremental salaries of registered secondary teachers," and some free textbooks. Membership in the State-controlled superannuation scheme is voluntary for teachers in recognized schools. School construction and maintenance costs are borne by private authorities responsible for running the schools. State aid to vocational and technical education is provided by The Department and the local rating authorities with the Minister having approving authority over the manner in which school funds are spent.

Courses of instruction are prescribed by the Minister after consultation with representative educational bodies, including the Council of Education. National schools select textbooks from a list of approved texts issued annually by The Department. The Department inspects schools, prepares examinations for school certificates issued by the State, and conducts those for admission to teacher training preparatory schools. It fixes regulations for train-

BEST COPY AVAILABLE

Courtesy, The Department of Education, Ireland

This little Miss follows a course of instruction prescribed by the Minister for Education after he has consulted with representative educational bodies including the Council of Education in Ireland.

ing and employment of school personnel and offers special courses for training of teachers in vocational and technical schools. Secondary teachers and about 50 percent of the vocational and technical teachers are university graduates. Secondary teachers are required to hold a "postgraduate university diploma in teaching."

Primary school teachers are appointed by school managers subject to Departmental approval. Secondary school teachers are appointed by the school authority with schools receiving Government grants being required to employ a minimum number of registered teachers at a salary at least equal to the fixed minimum approved by The Department. The Register of Secondary Teachers is administered by The Department under regulations made by the Representative Registration Council with approval by the Minister for Education. When certain conditions are met, The Department pays an increment over and above basic salary. Qualifications, remuneration, and conditions of service for vocational and technical school teachers are prescribed by the Minister. Subject to the Minister's sanction, Vocational Education Committees appoint the teachers.

Responsibility for enforcement of compulsory education rests with School Attendance Committees in some areas and the police in others. The Minister exercises his authority to extend attendance requirements through age 16 in certain areas in connection with the continuation school program.

In keeping with Constitutional Article 42, private schools are those operating under private management without State aid and do not include the privately managed recognized schools. Private schools may be certified by the Minister as "suitable" for primary education within the meaning of the Constitution and the *School Attendance Act, 1926*. These schools are subject to inspection.

The University of Dublin (originally founded in 1591 for Protestants) and the National University of Ireland (originally established in 1908 mainly for Catholics) are self-governing institutions under their own Board, Council or Convocation, and Senate. They receive annual State grants through the Department of Education. The Royal College of Physicians and Surgeons offers medical training and the Dublin Institute for Advanced Studies offers specialized studies in theoretical and cosmic physics and in Celtic studies. Both receive State grants. Some higher technical education is offered in Technical Institutes in Dublin under terms of the *Vocational Education Act, 1930* as amended. Training colleges offer postsecondary training.

The Council of Education and The Department make certain studies including those on school programs. Through The Department of External Affairs, The Department of Education is informed of pertinent international conferences. For example, The Department of Education is represented at the International Conference on Revision of History Text-books held under Council of Europe auspices and the International Conference on Public Education sponsored by IBE and UNESCO. It also is represented on interdepartmental committees to consider details of international agreements on educational and cultural matters such as those relating to exchange of scholarship schemes and technical assistance.

Administration

Article 25 of the Constitution requires laws to be published in Irish and in English with a notice of enactment in the *Irish Official Journal (Iris Oifigiúil)*. Policies, rules, regulations, and directions of The Department usually are brought to the attention of school officials through The Department's booklets, circular letters, and pamphlets.

The Minister receives recommendations from the Council of Education, Departmental and field staff, and a variety of organizations (Managers of National Schools, the Irish National Teachers' Organization, Vocational School Committees, and the like). Private citizens are free to make suggestions to the Minister or to any part of The Department.

State of Israel

(Medinát Isra'el)

September 22, 1959

THE STATE OF ISRAEL was proclaimed on May 14, 1948. Hebrew and Arabic are official languages. Under *Transition Law 5709–[February 16] 1949* as amended, the legislative body is the unicameral Knésset. The President entrusts a member of this body "with the task of forming a Government," which "is constituted when it has received an expression of confidence from the Knésset." The Government consists of the Prime Minister and a number of Ministers who "may or may not" be members of the legislative body.

On June 30, 1950, the First Knésset directed preparation of a draft Constitution. The Resolution states that "The Constitution shall be constructed article by article in such a manner that each shall in itself constitute a fundamental law" and "all the articles together shall comprise the State Constitution." Among these fundamental laws, are the *State President (Tenure) Law, 5712–[December 3] 1951* on election of the President of the State by the Knésset, the *Judges Law, 5713–[August 20] 1953* on judicial appointments, and the *Courts Law, 5716–[July 23] 1957* on the judicial system.

Official Bodies Concerned With Education

According to Article 11 of the *Transition Law*, "The Government, on being formed, shall immediately present itself to the Knésset and shall announce the distribution of functions among its members . . ." By this process, National responsibility for general education and culture is assigned to the Cabinet member responsible for the Ministry of education and Culture (Misrád ha-Hinnúkh ve-ha-Tarbút) which was established in 1949. Other Ministries under other Government members have specialized responsibilities in the field of education:

Agriculture—agricultural schools and agricultural training for adults

Defense—military education except for cadet training in secondary schools

Finance—control of appropriated funds for education

Foreign Affairs—foreign policy and intergovernmental matters relating to education and culture

Health—health examinations and general physical care of school children handled directly in some cases and through cooperating medical organizations in others—nurses schools, and sanitation and hygiene of schools

Interior—annual consultation with the Ministry of Education and Culture on amounts and contributions by the State and the local education authority toward maintenance of official institutions for elementary education, and authorization for implementation of school construction plans by local authorities

Labor—vocational schools and apprenticeship training (including training for adults) and

Social Welfare—training of handicapped children who are under welfare auspices.

Qualifications for service as Minister of Education and Culture (Sár ha-Hinnúkh ve-ha-Tarbút) are not specified in law. The individual forming the Government (Prime Minister designate) names him after appropriate party or interparty negotiations. Usually he names an elected Member of the Knésset. Within seven days after confirmation by vote of confidence in the Government as a whole (or approval of Government announcement in the case of individual changes), Ministers are required by provision in Article 11 of the *Transition Law* to "read and sign before the Knésset" a declaration "to be loyal" to the State and its Laws and to "comply" with Knésset decisions.

Articles 2 and 8 of the same Law specify certain responsibilities of Ministers: "Every Law shall be signed by the Prime Minister and by the Minister or Ministers charged with its implementation" and "Every official document signed by the President of the State shall be countersigned by the Prime Minister or by such other Minister as may be designated in that behalf by the Government."

Ministers' terms are indefinite—the normal 4-year term of Knésset members or a shorter period. Article 11 of the *Transition Law* states inter alia that "The Government shall be jointly responsible for its activities in the Knésset, shall report to it on its activities, and shall hold office as long as it enjoys the confidence of the Knésset." If the Government receives a nonconfidence vote or decides to resign, it presents its resignation to the President "but it shall continue to exercise its functions pending the constitution of a new Government . . . " If the Prime Minister informs the Government of his own resignation, "his resignation shall have the effect of a decision of the Government to resign."

Organization

With approval of the Government, the Minister of Education and Culture appoints members for 4-year terms on advisory bodies established by law; namely, the:

- Committee on Matters of Education (known as Váâd ha-Hinnúkh or Education Committee)—consisting of not less than 15 members [and having nearly 60] who are "active in the field of education," employees of the Ministry (not more than 25 percent of total membership), and candidates from lists submitted on the Minister's request by local authorities, institutions of higher learning, and the Teachers' Federation; and the
- Council for Religious State Education—consisting of 2 representatives of the Minister, 6 appointed from a list of 12 proposed by the Minister of Religious Affairs, 3 from a list of "at least" 6 "proposed, in accordance with regulations, by religious teachers' organizations," and 3 from religious members of the Education Committee.

Assisting the Minister are a Knésset Member as Under-Secretary and the Director General as head of Ministry operations. Within the Ministry and reporting to the Director General are the Editor of official Ministry publications, the Legal Adviser, the Press Officer, and the:

- Department of Antiquities—exercising general supervision over the conservation of antiquities, licensing excavations and expeditions, and supervising archaeological monuments
- Department of Religious Education—developing and supervising education in Religious State Schools and having a staff relation to the Council for Religious State Education
- Directorate for Administration—Deputy and 4 Assistant Directors General, Director of the Department of Religious Education, Legal Adviser, and some members of the Pedagogic Secretariat under the Director General as Chairman, and supervising Administrative Services including:
  - Advisers—Art and Art Education, Medical Affairs, and School Building Plans
  - Archives—personnel files on kindergarten mistresses and school teachers
  - Departments—Adult Education, Arab Education and Culture, Cadet Training (in secondary schools), Elementary Education, Examinations (matriculation, scholarship, Special Education, and teacher), Finance, Non-State Recognized Development [school construction]

Schools, Nutrition and Home Economics, Physical Education, Religious Culture, Secondary Education, Stores and Supply, Teacher Training and Refresher Courses (with a staff relation to teacher training colleges—State owned and operated), Teacher Personnel (including Central Teachers' Card Index and matters pertaining to status), and Youth (extracurricular activities)

Institute for the Microfilm Library of Hebrew Manuscripts

Sections—Control (with mobile units checking school inventories and statistical returns), In-Service Training and Welfare (having a link with the Civil Service Commission), and Personnel [Ministry staff]; and

Students' Advisory Service—aiding those studying or planning to study abroad

Information and Civic Education Service—disseminating information to the people on functions of Government, policy, structure of the State, and the like

Israel National Commission for UNESCO Secretariat

Office for Relations with Institutions of Higher Learning—grants to such institutions and negotiations on recognition of degrees, diplomas, and institutions; and the

Pedagogic Secretariat—Director General and about a dozen inspectors and senior officers with functions defined in published *Rules* for implementing the *State Education Law, 5713- [August 12] 1953* (such as advising on pedagogic questions, controlling school syllabus implementation, and directing the work of supervisors) and supervising Inspection and Guidance Services of the Ministry: Agriculture (including pupil gardening), Arab Language, Arts, Cadet Training, Foreign Languages (including English and French), Handicrafts, Kindergartens, Nature Study, Nutrition and Home Economics, Physical Education, Primary Schools (with inspectors attached to District Offices), Schools for Working Youth, Secondary Schools (with the Senior Inspector also heading the Department of Secondary Education), Special Education (for retarded and otherwise handicapped children), Teacher Training and Refresher Courses, and Youth Department.

Also reporting to the Director General are District Inspectors (superintendents) heading District Offices for the Central, Haifa, Jerusalem, Northern, Southern, and Tel Aviv Districts. These District Offices also have a direct link with the Administrative Services under the Directorate for Administration and the Inspection and Guidance Services under the Department of Religious Education and the Padagogic Secretariat. The District Inspectors keep in touch with the Education Departments of local authorities which may have units for Adult Education, Kindergartens, Primary Schools, Secondary Schools, Schools for Working Youth, Vocational Schools, Youth Centers, and Youth Departments.

Authority, Responsibility, and Functions

Authority of the Minister and the Ministry stems from Knésset confidence and two fundamental Laws:

Compulsory Education Law, 5709-[September 12] 1949 as amended—on compulsory free education for children aged 5 to 13 years inclusive and adolescents who have not completed elementary education, penalties, joint school maintenance by the State and the local education authority, rates (taxes), special schools for the handicapped, schooling for immigrant children, and the Minister's authority including that to delegate powers and grant exceptions; and the

State Education Law, 5713-[August 12] 1953—on (1) objects of State education; (2) the Minister's authority to prescribe curriculums and supplementary programs, approve additional and experimental programs, amalgamate official and recognize non-official educational institutions, apply certain provisions to training colleges for teachers and kindergarten personnel, make adaptations for non-Jewish schools, and delegate powers except the power to make regulations; (3) pupil registration requirements; (4) amendments to the Compulsory Education Law; (5) pupil and staff transfers; and (6) the Minister's responsibility to implement the Law.

The Minister also has responsibility under laws governing workings of certain institutions:

Council of Higher Education Law, 5718-[August 5] 1958—empowering the Council to grant or refuse recognition to institutions of higher learning and recommend grants to recognized institutions and empowering the Minister to publish regulations governing Council operations

Israel Centre for the Advancement of Human Culture Law, 5719-[December 22] 1958—giving the Minister general supervision over execution of the Law and power to issue such rules and regulations as may be required for this otherwise independent Centre

Israel Film Encouragement Law, 5714-[July 7] 1954—carried out in conjunction with the Minister of Commerce and Industry, with the Minister of Education and Culture having power to appoint the "Competent Authority" and the advisory Film Board specified in the Law and to enact regulations

Martyrs' and Heroes' Commemoration Law, 5713-[August 19] 1953—setting up a "Remembrance Authority" to commemorate victims of Nazi activities with the Minister having authority "with Government approval" to approve and publish its statutes (constitution) and enact regulations and with the Government's participation in upkeep being expressed in the Ministry's budget, and

Supreme Hebrew Language Institute Law, 5713-[August 27] 1953—providing the legal basis for this Supreme Institute for the Science of the Hebrew Language (Hebrew Academy); making its rulings on the language binding on educational and scientific institutions, the

BEST COPY AVAILABLE

Government, and local authorities after publication in the *Annals of the State (Reshumot)*; and with the Minister being "charged with the implementation" of this Law, including approving the statutes, enacting regulations, and having the Government's financial support expressed in the Ministry's budget.

Under such authority, the Minister issues *Orders* and *Regulations* on matters within his competence. Some kindergartens and elementary schools are "temporarily maintained by the Ministry in immigrant localities." Except for such institutions, public kindergartens and elementary and secondary schools are owned and operated by municipal and voluntary bodies under the supervision of the Ministry.

Courtesy, Ministry of Education and Culture, State of Israel

These youngsters and their teacher are part of a municipal kindergarten operated by the City of Tel Aviv under supervision of the State of Israel's Ministry of Education and Culture.

Specifically, the Ministry (1) advises local authorities on number, location, and kinds of schools; (2) drafts its budget and allocates funds appropriated to it by the Knésset, subject to Ministry of Finance control; (3) advises on non-National funds used for education; (4) administers the *Compulsory Education Law* (with the Ministry of Labor administering child labor legislation); (5) determines curriculums and syllabuses for official elementary schools and recommends syllabuses and distribution of time for teaching of subjects in secondary schools; (6) recognizes non-official schools; (7) decides how and when subjects shall be taught; (8) approves textbooks and purchases and distributes those used in Ministry maintained schools; (9) sets the Government Secondary School Leaving (Bagrût) Examinations; (10) regulates pupil promotions and grants diplomas of graduation from elementary and secondary schools; (11) regulates the training of school administrators and teachers in official and recognized schools; (12) sets teachers' salaries; (13) selects, appoints, promotes, assigns, pays, and dismisses school heads and teachers in official kindergartens and elementary schools; (14) cooperates with the Teachers' Federation in establishing teacher status rules and in promoting professional relations; (15) participates with such Ministries as Finance, Interior, and Labor in decisions on the making of Government loans from the Development Fund for school construction by local authorities; (16) provides for some teaching of elementary subjects (including the Hebrew language) and on a higher level to adults while local and other authorities provide the rest; (17) maintains a network of services for adult education on religious matters; (18) publishes the *Education Encyclopedia* (in cooperation with the Bialik Foundation) and the *Talmudic Concordance;* (19) collects statistics and other information from schools; and (20) makes grants to cultural bodies and institutions.

Private elementary schools recognized by the Ministry are eligible to grants. The pupils of recognized private secondary schools are admitted to the Government Secondary School Leaving Examinations. These recognized elementary and secondary schools come under Ministry control and supervision on employment of professional staff, syllabuses, and the like. Some Christian and Jewish orthodox schools prefer lesser Ministry control and forego related benefits such as grants.

Institutions of higher learning carry out their activities under auspices of the Council of Higher Education which, by *Law of 5718–1958*, is empowered to grant or refuse them recognition. Such recognition is prerequisite for the granting of academic degrees. The Ministry is empowered by this Law to publish regulations for the working of the Council. Apart from financial support, these institutions are independent of Ministerial control. By special arrangement, these institutions recognize the Government matriculation examinations and the Minister is represented on the governing bodies of some of them.

Most of the research in the field of education is done in the School of Education operated by the Ministry in conjunction with the Hebrew University. Sometimes the Ministry requests other organizations to conduct certain research such as that by Henrietta Szold Institute for Child and Youth Welfare on dropout rates in schools.

The Ministry operates the Museum of Archaeology in Jerusalem through its Department of Antiquities. Among the grants it makes to cultural institutions are those for cultural programs for adults, museums, and theaters.

A Provisional Committee for UNESCO was appointed by the Ministry in February 1950, with the Israel National Commission for UNESCO being established a few months later. Serving in ex officio capacities are the Minister as President, the Director General as Chairman, and another official as Secretary-General. The Secretariat is a part of the Ministry staff.

The Ministry is the direct channel on technical requests from intergovernmental organizations such as IBE and UNESCO (in which the State is a Member). It also responds to requests for information from nongovernmental international organizations and foreign institutions concerned with education and culture. In addition, it cooperates with the Jewish Agency on Hebrew and Jewish education abroad.

The Ministry cooperates with the Ministry of Foreign Affairs on positions to be taken at intergovernmental conferences (such as the General Conference of UNESCO and the International Conference on Public Education held by IBE and UNESCO) and its staff members represent the Government at the meetings. The Ministry also cooperates with the Ministry of Foreign Affairs in scholarship placement for foreign students and in supervising Israeli students abroad. It collects and collates applications from various affiliated bodies and submits requests for technical assistance to the Technical Assistance Division of the Prime Minister's Office. In turn, approved requests are processed through the Ministry of Foreign Affairs to organizations such as the United Nations and UNESCO for multilateral aid and the International Cooperation Administration of the United States of America for bilateral assistance.

Administration

In keeping with Article 13 of the *Transition Law*, Knésset Laws and Orders of the Minister authorized by law are published in the *Annals of the State*. Rules and regulations and other directives of the Ministry are brought to the attention of those concerned through circulars published over the signature of the Director General and through such means as conferences of supervisors and local administrators, deliberations of the Education Committee, press conferences, and press releases.

Some recommendations reach the Minister through the Council of Religious Education, the Education Committee, and the Pedagogic Secretariat. Law provides for Educational Committees to be established by local authorities. Committees, Parents' Boards attached to schools, and the Teachers' Federation also make suggestions of interest to the Ministry.

Italian Republic

Repubblica Italiana

September 28, 1959

JANUARY 1, 1948 marked entry into force of the *Constitution of the Italian Republic*. Under its terms, the "legislative function is exercised collectively" by Parliament—the elected Chamber of Deputies and Senate. In joint session, Parliament elects the President of the Republic who appoints the President of the Council of Ministers. This Prime Minister and the other Ministers form the Council of Ministers which is the Government. It "must have the confidence" of Parliament.

The Republic is "divided into regions, provinces, and communes." (As of 1959, "only four regions have been formed"—Sardinia, Sicily, Trentino-Alto Adige, and Val d'Aosta.) At the regional level, there is a Council with legislative power, a Committee as executive organ, and a Government Commissioner who "supervises the administrative functions exercised by the State and co-ordinates them with those exercised by the region."

The State "protects linguistic minorities through appropriate legislation." Relations between the State and the Church are "regulated by the Lateran Pacts" recognizing the Catholic Apostolic Roman religion as the religion of the State.

Official Bodies Concerned With Education

Article 95 of the Constitution states in part that the "law . . . determines the number, the functions, and the structure of the ministries." *Royal Patents* on November 30, 1847 assigned functions in the field of Education to a member of Government as head of the Ministry of Public Instruction (Ministero della Pubblica Istruzione). Its name was changed to Ministry of National Education by *Royal Decree No. 1661* of September 12, 1928. *Royal Decree No. 142* of May 20, 1944 restored the original name.

Other Ministries have specialized responsibilities relating to education. The Ministry of Foreign Affairs is concerned with intergovernmental cultural and educational relations. Within funds appropriated by Parliament the Ministry of Public Works assists the Provinces and the communes in meeting their legal responsibility for school construction.

The Minister Secretary of State for Public Instruction (Ministro Segratario di Stato per la Pubblica Istruzione) is popularly called the Minister of Public Instruction (Ministro della Pubblica Istruzione). In keeping with Articles 92 and 93 of the Constitution, Ministers are appointed by the President on the "proposal" of the Prime Minister and "take the oath" before the President. The Government, states Article 94, "presents itself before the chambers for a vote of confidence within ten days of its formation." In practice, the Minister holding the Education portfolio usually is a Member of Parliament. His term as Minister is indefinite—usually extending for the duration of the Government.

For Ministers who are elected Members of Parliament, Article 56 or 58 is applicable: "All voters who have attained twenty-five years of age on the day of the elections are eligible to become deputies;" those "who have attained their fortieth year are eligible to become senators." For validity, Article 89 requires an act of the President to be "countersigned by the ministers proposing it, who assume responsibility therefore." According to Article 95, Ministers "are responsible collectively for the actions of the council of ministers and individually for those of their own ministries."

The Prime Minister "directs the general policy of the government and is responsible therefore." It is his duty to maintain the "unity of political and administrative policy, by promoting and co-ordinating the activity of the ministers." Under Article 96, Ministers "may be impeached by Parliament, sitting in joint session, for offenses committed in the exercise of their functions."

Organization

The Ministry includes the Minister, his principal assistants, one or more Under-Secretaries of State, their respective offices, and:

Central bodies—Administrative Council (Directors General and Heads of general administrative and special services under the Minister as Chairman), Central Coordinating Committee for Educational Documentation and Study Centers, Disciplinary Commission, and Lower Administrative Council (consultative body on matters pertaining to the Ministry's junior officers)

Consultative organs—Superior Councils of Academies and Libraries, Antiquities and Fine Arts, and Public Education (primary through higher education)

Educational Documentation and Study Centers—National Centers located in the Regions

General administrative services—organized as Divisions (Divisioni Generali) of:

- Academies and Libraries—State academies, institutes, and libraries, and associations of art, literature, and science
- Antiquities and Fine Arts—art galleries, museums, schools of art, and schools of music
- Cultural Exchanges and Border Areas—cultural exchanges with other countries and linguistic minorities in areas bordering on the French Republic, the Republic of Austria, the Swiss Confederation, and the Federal People's Republic of Yugoslavia
- General Affairs and Personnel
- Elementary Education
- Intermediate, Classical, and Scientific Education, and Teacher Training—general secondary schools
- Technical Education—technical and vocational education
- Higher Education (Istruzione Universitaria)—relations with higher institutes and universities

Special Services

- Autonomous Center for Audio-Visual Aids—under general administrative supervision of the Ministry
- Central Adult Education Service
- Central Finance Office
- Central Office for Physical Education and Sports
- Central Secretariat—servicing the Central Coordinating Committee for Educational Documentation and Study Centers and having a staff relationship to those Centers
- Central Service for School Buildings and Equipment
- Inspectorate-General for Nongovernmental Secondary Instruction
- Office of Documentation and Comparative Studies in Education and Educational Law
- Postwar Assistance Office—financial aid to refugees, war orphans, and others affected by war, to continue their education
- Secondary School Teachers Competitive Examination Office
- Special Transitory Rolls Service—lists of staff who serve in State schools without being on regular official rolls

Regional Offices—reporting through the appropriate Division and supervising (1) work relating to antiquities and fine arts and (2) bibliographic work and State libraries

Provincial Education Offices—under Provincial superintendents of schools and having organizational units corresponding to certain of the general administrative and special services: Administrative Personnel, Committee for Adult Education, Coordinator of Physical Education, Finance Service, Nongovernmental Secondary School Service, Provincial Center for Audio-Visual Aids for Schools, and Sections for Elementary and Secondary Education.

Local officials, organizations, and schools—directors of cultural institutions, heads of schools, school inspectors, and related institutions under the appropriate Regional Office or Provincial Education Office.

Authority, Responsibility, and Functions

The Constitution contains the following provisions on or related to education:

Art. 9. The Republic promotes the development of culture and scientific and technical research. . . .

Art. 30. It is the duty and right of parents to support, teach, and educate their children, even if born out of wedlock.

In cases of inability of the parents, the law provides for the fulfillment of such obligations. . . .

Art. 33. Art and science are free and the teaching thereof is free.

The Republic prescribes general rules on education and establishes State schools of all types and grades.

Private groups and individuals have the right to establish schools and educational institutes without state support.

The law, in specifying the rights and obligations of non-state schools requesting parity of status, provides for their complete freedom and assures to their pupils a treatment equivalent in every way to that of pupils of the state schools.

State examinations are prescribed for admission to the various grades and orders of schools and for the termination of studies and also for qualification for professional practice.

Institutes of higher education, universities, and academies have the right to self rule within the limits prescribed by the laws of the State.

Art. 34. Schools are open to all.

Primary education is compulsory and free of charge for at least eight years.

Capable and deserving students, even if without means, have the right to attain the highest grades of education.

The Republic implements this right through scholarships, grants, to families and other types of assistance, awarded on the basis of competitive examinations.

Art. 38. . . . Disabled persons and minors have the right to education and to professional training.

The provisions of this article are carried out through agencies and institutes established or organized by the State.

Private assistance is unrestricted.

Art. 117. Within the limits of the general principles established by the laws of the State, the region promulgates statutory legislation for the following matters, provided such legislation does not contrast with the national interest . . .

Professional and artisan instruction and assistance to students;

Local museums and libraries . . .

The power to enact regulations for the implementation of the laws of the Republic may be delegated to the regions.

Art. 118. Administrative functions connected with the matters listed in the preceding Article are exercised by the region, with the exception of those of purely local interest, which may be assigned by law of the Republic to the provinces, communes, and other local agencies. . . .

Constitutional provisions, the 1944 Decree relating to the Ministry, and a series of implementing laws provide the authority and fix the responsibility of the Ministry of Public Instruction. Examples of such *Laws* are:

No. 45 of February 19, 1903—on the legal status of teachers and the competitive appointment system

No. 487 of June 4, 1911—transferring teachers and inspectors of schools from the jurisdiction of communes to that of the State

No. 1599 of December 17, 1947—providing for adult education schools for illiterates and semi-literates and also offering cultural and vocational training

No. 645 of August 9, 1954—providing for special appropriations to carry out a 10-year school building plan, and

No. 165 of March 13, 1958—salaries and conditions of work of school heads and teachers in art institutes and in primary and secondary schools.

Within such a legal context, the Ministry exercises jurisdiction over education in the Nation through control of field offices in each of the Provinces, coordination of activities and functions, issuance of regulations, and organization of the school structure. Specifically, it (1) directs establishment of schools; (2) prepares the educational budget for submission to Parliament through the Council of Ministers and the President and allocates funds appropriated for equipment, maintenance, postwar and scholarship assistance, salaries, and the like; (3) prepares draft legislation; (4) issues regulations within the framework of legally established principles and standards on courses of study, curriculums and related time schedules, changes in and selection of textbooks, teacher training and licensing, employment and payment of school personnel, compulsory education, school maintenance, and medical examinations and care of school pupils; (5) assigns elementary school officials; (6) controls State examinations for promotions from one school level to another; and (7) supervises inspection of schools.

Except for about 5 percent of the pupils at compulsory age level, elementary school children are enrolled in State schools. According to *Statutes* authorized under Constitutional Article 116, the Regions of Sardinia, Sicily, Trentino-Alto Adige, and Val d'Aosta issue legislative rules (within the scope of principles established by laws of the Republic) on handicraft and professional training, languages of instruction, and school assistance, and on local libraries and museums. Schools are operated at local level with district inspectors supervising conformance to policy and regulations.

Non-State schools are "authorized" or "legally recognized." At their own expense, the Ministry authorizes associations, religious groups, and private individuals to establish and run private schools and authorizes communal and Provincial authorities to establish public schools. Legally recognized schools have parity status with State schools. A Governmental Commissioner is appointed annually to supervise pupil examinations in the legally recognized schools. Control of private secondary schools is exercised through the Ministry's Inspectorate-General for Nongovernmental Secondary Instruction and the Nongovernmental Secondary School Service in Provincial Education Offices.

Most higher education institutes and universities are public, a few are private, and both confer degrees and titles recognized by the State. These institutions come within the province of the Ministry while having general autonomy in administration and in their academic programs.

State cultural institutions are controlled by the Ministry. The Educational Documentation and Study Centers and the Office of Documentation and Comparative Studies in Education and Educational Law carry out educational research.

Through the Division of Cultural Exchanges and Border Areas, the Ministry participates in development of intergovernmental cultural agreements, handles exchanges of teachers with other countries, and sends representatives to intergovernmental meetings such as those held by the Council of Europe, IBE, NATO, and UNESCO. The National Commission for Education, Science, and Culture was established under *Decree* of February 11, 1950, to advise the Government and collaborate with Italian bodies on activities related to UNESCO. Its Secretary-General is appointed by the Minister holding the Foreign Affairs portfolio with approval of the Minister holding the Education portfolio.

Administration

Laws are published in the *Official Gazette (Gazzetta Ufficiale)* of the Italian Republic. Ministry rules and regulations are issued in Circulars addressed, according to content, to superintendents of antiquity and fine arts institutions and of bibliographical works and libraries, school inspectors, supervisors of schools, principals and directors of secondary schools, and university rectors. Laws, Decrees, general provisions, and Ministry Circulars also are published in the *Official Bulletin* of the Ministry distributed to educational officials. Journals of interest to specific educational levels also are published by the Ministry.

Suggestions and recommendations are made by Committees of School Patrons, Provincial Education Offices and Regional Offices, and the Ministry staff and its consulting bodies and organs. They are examined by appropriate Ministry services. As appropriate, they may be submitted to the Superior Council of Public Education, the Minister, the Council of Ministers, and Parliament.

Japan

(Nippon)

December 9, 1958

JAPAN has a dynastic Imperial Throne. Constitutionally, the Emperor is "the symbol of the State and of the unity of the people." The two-house Diet (legislature) is the "highest organ of State power" and the "sole law-making organ of the State," while the "whole judicial power is vested in a supreme court and in such inferior courts as are established by law." Executive power is "vested in the Cabinet" consisting of the Prime Minister and "other ministers of state as provided for by law."

Official Body Concerned With Education

Within the executive framework, the Ministry of Education (Mombu-Sho) is the National administrative body concerned with education. Initially established on July 18, 1871 as the Department of Education, it became the Ministry of Education in 1885 and retained this name in the 1915, 1934, and 1949 reorganizations.

According to paragraph 2, Article III of the *National Government Organization Law* (No. 120 of July 10, 1948, effective on June 1, 1949):

> For the purpose of administrative organization the national administrative organs shall be comprised of an Office on ministerial level, Ministry, Commission, or Agency. The establishment or abolition of such administrative organs shall be provided for by separate law.

The separate law for the Ministry of Education is the *Ministry of Education Establishment Law* (No. 146 of May 31, 1949, effective on June 1, 1949). According to Article I, "The purpose of this Law is to define clearly the scope of responsibilities and the powers of the Ministry of Education, and to provide for an organization . . . " Article III, paragraph 2 provides that "The Ministry of Education shall be headed by the Minister of Education" (Mombu-Daiji).

Under Articles 6 and 67 of the November 3, 1946 Constitution which entered into force on May 3, 1947, the Emperor appoints the Prime Minister (Cabinet head) from among Diet members as designated by Diet resolution. Articles 66 and 67 specify that "other Ministers of State, as provided by law" are appointed by the Prime Minister, with a majority required to be from among members of the Diet. Normally, their terms are at the pleasure of the Prime Minister. Under Article 69, "If the House of Representatives passes a non-confidence resolution, or rejects a confidence resolution, the Cabinet shall resign en masse, unless the House of Representatives is dissolved within ten (10) days." In the latter case, under Article 71, the Cabinet continues its functions until a new Prime Minister is appointed.

Under Article 66, the Minister of Education, as a Minister of State, is required to be a civilian. He is responsible directly to the Prime Minister and as a member of the Cabinet shares in collective responsibility to the Diet in exercise of executive power.

Organization

Under the Minister of Education, there are a Parliamentary Vice-Minister concerned with liaison and a Permanent Vice-Minister responsible for the following:

Minister's Secretariat with divisions [sections] for personnel, general affairs, and accounting

Elementary and Secondary Education Bureau with divisions for fiscal affairs, local affairs, elementary education, secondary education, vocational education, textbooks, and special education

Higher Education and Science Bureau with divisions for general affairs, university, technical education, educational personnel training, student affairs, research aid, science, and scientific information

Social Education Bureau with divisions for social education, art, audio-visual education, copyright, and social education facilities.

Physical Education Bureau with divisions for physical training, sports, school health, and school lunch

Research Bureau with divisions for planning, research, statistics, international cultural relations, Japanese language, religious affairs, and public relations

Administrative Bureau with divisions for promotion, welfare, and educational supplies, and an Educational Facilities Branch with divisions for planning, guidance, aid, and constructive management

Institutions under Ministry jurisdiction:

Councils numbering about 20 on education in general (Central Educational Council), in various subject matter fields, and in related areas such as copyright compensation, private universities, school libraries, textbook authorization, and university chartering; and

BEST COPY AVAILABLE

External organs such as the Cultural Property Preservation Commission (responsible for art collections and monuments) with auxiliary organs including: Cultural Property Special Council; Detached Offices; Kyoto, Nara, and Tokyo National Museums; Nara Research Institute; and Tokyo Cultural Property Research Institute.

Authority, Responsibility, and Functions

Article IV of the *Ministry of Education Establishment Law* prescribes that the Ministry of Education "shall have the duty to promote and spread education, science and culture" and that it shall be the "administrative agency responsible for securing the integrated administration in the field of education, science, culture and religion."

To carry out these responsibilities, specific powers are enumerated in Article V of the Law with provisos that such powers shall be "exercised in accordance with laws (including orders issued thereunder)" and that the Ministry "shall not exercise control either administrative or operational, unless otherwise provided for by laws (including orders issued thereunder)." Within the framework of educational laws and regulations in Japan, the Ministry has jurisdiction over schools established by the National Govern-

Courtesy, Ministry of Education, Japan

Based on curriculums recommended by Japan's Ministry of Education, prefectural and municipal boards of education establish courses which often include calligraphy as a phase of cultural training.

ment and over National cultural institutions assigned by law to its jurisdiction. For these institutions it decides on their number, location, and kind. The Ministry provides guidance and suggestions on these points to the 46 prefectural and the municipal authorities concerning public and private schools and cultural institutions established or authorized by such entities.

The Ministry prepares an annual budget for (1) partially subsidizing teachers' salaries, teaching materials, facilities, and the like to maintain and promote elementary and lower secondary education; (2) management of National schools—elementary, secondary and special schools (for the blind, for the deaf, and for the otherwise handicapped) and universities established by the State; (3) scientific research and the promotion of private schools; (4) social education, surveys, research and statistics for education, and protection of cultural properties; and (5) other expenses for encouragement of education, science, and culture.

It sets minimum standards under which non-National level public funds are to be spent for education. Curriculums are developed by the Ministry with a standard course for each type of school except universities. On the basis of these recommended curriculums, the prefectural and municipal boards of education establish courses for schools under their jurisdiction.

The *Law for Certification of Educational Personnel* (No. 147 of May 31, 1949) provides standards concerning certification of educational personnel. Under Article XIX of this Law, the Ministry of Education has supervisory powers over execution of the Law by authorities authorized to issue certificates.

Authorities in the Ministry of Education select, appoint, promote, and assign personnel in National schools and cultural institutions under Ministry jurisdiction. Under June 3, 1956 revision of the *Board of Education Law* (No. 170 of July 15, 1948) which entered into force on October 1, 1956, appointment of superintendents of schools by prefectural boards of education requires approval of the Minister of Education. In addition to authority to provide technical guidance and assistance to prefectural and local boards of education, the Law as revised gives the Minister of Education power to require corrective measures when he considers action to be contrary to the Law or inadequate for appropriate development of education.

In the interest of promoting professional relations, the Ministry encourages and also sponsors seminars, workshops, meetings, and similar inservice and other training programs. It also provides scholarships and National subsidies for development of science.

It establishes standards for physical examinations and health requirements for school children and basic standards for school building construction. While financing of school construction is the responsibility of prefectural and municipal governments, the Ministry provides subsidies for the construction of elementary and lower secondary schools.

Textbooks used in elementary and secondary schools require Ministry authorization. Textbooks for special schools (for the blind, for the deaf, and for the otherwise handicapped) and for vocational education in upper secondary schools are compiled and published by the Ministry of Education.

Under the *Private School Law* (No. 270 of December 15, 1949 as amended) the Ministry of Education establishes basic standards with which private schools "must" comply and is empowered to abolish private schools for violations of the Law.

Under Article 64 of the *School Education Law* (No. 26 of March 31, 1947) "Public [established by prefectural and local public entities] or Private Universities shall be under the jurisdiction of the Ministry of Education." Nearly 550 National (established by the State), public and private institutions of higher learning (2- and 3-year junior colleges, 4-year colleges and universities, and graduate schools) come under Ministry supervision. In addition to such institutions and to National (Government) schools below the higher education level, the following institutions come under Ministry control:

Institute of Statistical Mathematics, National Modern Art Museum, National Educational Research Institute, National Research Institute for Genetics, and National Science Museum (each with a head appointed by the Minister of Education on recommendation of the board of trustees of the agency)

International Latitude Observatory

Japan Science Academy

Japan Art Academy

National Commission for UNESCO, and

National Japanese Language Research Institute.

As a basis for planning and action, the Research Bureau of the Ministry of Education conducts surveys and research in widely ranged areas within its fields of interest such as educational administration and finance, parental liability for educational expenses, shifts in school-age population, academic achievement, teacher status, school statistics, absenteeism, living conditions of part-time students, reading and writing ability of youths, employment of school-age youth, coeducation in senior high schools, the physically retarded, and the like.

Within the framework of international treaties and agreements, the Ministry of Education negotiates agreements concerning the exchange of educational personnel, students, writers, artists, and participants in international cultural conferences and sports meetings. It facilitates study abroad whether financed from public or private funds, invites foreign students to study in Japan and sends Japanese students abroad for study, coordinates in matters relating to the international exchange of university professors, purchases foreign educational and cultural publications and arranges for publication interchanges, and assists international educational and cultural organizations in their activities in Japan. It advises the Foreign Office in developing Japan's foreign policy concerning educational and related cultural matters.

The 60-member Japanese National Commission for UNESCO with a four-section secretariat presents its views on educational and cultural questions raised by the Ministry of Education and other Ministries. It makes suggestions and plans and serves as a liaison body in conjunction with activities in Japan conducted to help realize UNESCO aims and objectives.

Administration

Laws, Government orders, Ministerial regulations, notifications and their amendments are published in the *Government Bulletin.* As laws relating to education are promulgated, the Ministry of Education sends notices about them to prefectural and local boards of education and to organizations and universities concerned. Ministerial policies and principles are distributed in a like manner. In addition, the same materials are printed in several Ministry publications such as *Ministry of Education Information* (3 times a month), *Ministry of Education Journal* (monthly), and *Bulletin for Boards of Education* (monthly). Newspapers, radio, and other commercial media also assist in dissemination of such information.

Through its Social Education Bureau, the Ministry of Education serves in an advisory-consultative capacity for parent-teacher associations throughout the country. The Ministry's advisory councils conduct research and examine matters coming under their respective terms of references, report to him on questions he raises, and make recommendations to him and to the Ministry.

Hashemite Kingdom of Jordan

(Al-Mamlakah Al-Hashimiyah Al-Urdiniyah)

**November 13, 1958*

BY TREATY OF MARCH 22, 1946, the United Kingdom of Great Britain and Northern Ireland recognized part of the British Mandate for Palestine as the independent State of Transjordan. On June 17, 1946, the name was changed to Hashemite Kingdom of Jordan. That part of Palestine remaining to the Arabs under April 3, 1949 Armistice with the State of Israel was incorporated into the Nation on April 24, 1950.

The Kingdom has a parliamentary form of Government with a hereditary Moslem monarch, Islam as the State religion, and Arabic as the official language. Legislative power is vested in the National Assembly (Senate appointed by the King and an elected House of Representatives) and the King, executive power in the King who exercises it through Ministers under Constitutional provisions, and judicial power in the independent civil, religious, and special courts.

Official Bodies Concerned With Education

In 1918, prior to the League of Nations Mandate System, an education office was established in the area. In 1922, a Department of Education was set up in the Emirate of Transjordan to supervise a State system of education. This Department became the Ministry of Education (Wazaratu Al-Tarbiyati Wa Al-Ta ᶜAlīm) in 1946. It was reorganized in 1949 to provide for integration of the system of education in the portion of the country formally annexed in 1950.

The Ministry of Education is the official Department for State education for the Nation. There are two agricultural schools, some schools for children of military personnel, and some schools for orphans which are the operational concern respectively of the Ministries of Agriculture, Defense, and Social Affairs. School health services come under the Ministry of Health. Assistance to needy students is a responsibility of the Ministry of Social Affairs for financial aid and of the Ministry of Education for textbooks.

General Education Law No. 20 of 1955 (superseding prior education laws and those portions of earlier Ottoman, Palestinian, or Jordanian law to the extent of conflict in provisions), provides the basis in law for the Ministry of Education and its work. Under Article 120 of the Constitution of January 1, 1952, "the organization of the Government departments, their classification, designation, and program of work, rules and regulations for the appointment of civil servants, their dismissal, discipline, definition of their jurisdiction and specialization shall be governed by regulations made by the Council of Ministers with the approval of the King."

The King, as head of State, exercises his jurisdiction by Royal Decrees; he approves and promulgates laws and directs enactment of consistent rules and regulations for enforcement of these laws. He appoints the Prime Minister, dismisses him, or accepts his resignation from office. Ministers (who also may serve simultaneously in the National Assembly) are appointed, dismissed, or their resignations accepted by the King on the Prime Minister's recommendation. The Prime Minister and Ministers are responsible collectively for matters of general policy of the State and each Minister is responsible for matters affecting his Ministry before the House of Representatives. In event of resignation or dismissal of the Prime Minister, "all Ministers" automatically are considered to have been dismissed or to have resigned.

The Council of Ministers (Cabinet), established under Article 41 of the Constitution, includes the Prime Minister as President and such Ministers as "necessity and the public interest may demand." Under Article 46 of the Constitution, the Minister "shall be assigned the charge of one or more departments in accordance with the Irada [Royal Decree] of his appointment." The Minister of Education (Al-Wazir) normally holds one portfolio; some also have held the Minister of Defense or Minister of Justice portfolio. Article 47 states in part:

> The Minister is responsible for the conduct of all matters pertaining to his Ministry. He shall refer to the Prime Minister any matter not within his powers. . . .

A Minister's term of office is indefinite. A House of Representatives vote of no confidence in the Council of Ministers or in an individual Minister requires resignation of the Council or of the Minister. Ministers are subject to trial by a High Tribunal for "offenses" committed in performance of their duties and to impeachment by the House of Representatives. They also are subject to interpellation by either House of the National Assembly. There are no qualifications specified in law for the position of Minister of Education. He is a member of the Council of Ministers. If he also is a Senator or Representative, he must meet appropriate Constitutional requirements for his post in the National Assembly.

Organization

The Supreme Council of Education is an overall consultative body to the Minister. The Ministry is divided into three main offices each headed by an Assistant responsible to the Under Secretary of State for Education who is the Minister's chief executive officer. Postsecondary schools for teacher and for technical training come directly under the Under Secretary.

The Technical Office, under the Technical Assistant who is the Chief Inspector, supervises work related to curriculum, textbooks, methods of teaching, teacher training, and similar matters pertaining to divisions concerned with primary, secondary, and vocational education, higher institutions for the training of teachers, and physical education and Scouting. Under the Chief Inspector are Specialist Inspectors for particular subjects in the curriculum in both primary and secondary schools. In each of the Nation's Districts, there is an Inspector with two or more Assistant Inspectors with powers of visitation and supervision.

The Administrative Office deals with matters related to finance, appointment and promotion of teachers, school buildings, and supplies. The Administrative Assistant has administrative inspectors, accountants, and clerical and supply staff under him.

The Cultural Office is concerned with supervision of matters in its Examination, Certificate, and Scholarship Divisions, and with relations with foreign Governments, international organizations, and other agencies. Related to the latter work is that of the Jordan National Commission for UNESCO.

Authority, Responsibility, and Functions

Under the Constitution, "The communities shall have the right to establish and maintain their own schools for the education of their own members while conforming to the general requirements of the law and submitting to Government supervision regarding their curriculums and educational policy." Under *General Education Law No. 20* of 1955, which also authorizes the Minister of

Education to issue supplementary regulations, the Ministry of Education is "to supervise the various schools and institutions as well as supervising education, teaching and culture in general."

This Law provides that the Ministry "will undertake": Establishment of schools; supervision and direction of private schools (including licensing and withdrawal of license to 'operate); consolidation of scientific and cultural relations with other Arab countries; consolidation of its international, scientific, and cultural ties; control of books and means of education and teaching; the fight against illiteracy and the promulgation of culture; extension of interest in fine arts and encouragement of drama and music, athletics, military training and Scouting; and the encouragement of scientific and literary movements through establishment of public libraries, organizing of broadcasts and lectures, encouragement of literary and scientific groups, establishment of exhibitions and national and seasonal festivals and support of efforts by individuals and associations in these fields.

Under this Law, the Ministry of Education drafts curriculums and programs of studies, prescribes textbooks, inspects methods of teaching, and conducts examinations for State schools. These public Government institutions include elementary, preparatory, secondary and vocational (trade, agriculture, and commercial) schools and postsecondary teacher and technical training institutions. School authorities recommend for decision by the Ministry the students to be promoted and granted diplomas.

The Ministry supervises and directs private schools (United Nations Relief and Works Agency for Palestine Refugees in the Near East, denominational, and independent). These schools are permitted to operate when licensed by the Ministry of Education, which supervises their work and handles general examinations in such subjects as history and geography (required to be taught in Arabic) and native language. They follow State syllabuses for other subjects. State inspectors visit them and advise on methods of instruction. A Ministerial regulation governs the work of private schools.

The postsecondary institutions for teacher and for technical training, which come directly under the jurisdiction of the Under Secretary of State for Education, are visited by Inspectors of Education from the Ministry who cooperate with their staffs in revision of their curriculums and in development and application of methods of instruction.

The Ministry of Education recommends the budget for education. Once budgets are approved by Parliament, the Ministry has discretion in allotting appropriated funds.

The Civil Service Commission participates in appointment of teachers while authority for promotion or dismissal rests with the Ministry of Education. Local educational authorities assist in matters related to appointment of additional teachers.

While supervision of school construction is vested in the Ministry of Public Works, local educational authorities at times assist the Ministry of Education in such matters as expansion of school buildings and furnishing of supplies.

The Department of Antiquities and museums it maintains come under the Ministry of Education. The Ministry of Education is responsible for school libraries, including advising on book selection. Public libraries maintained by foreign Governments such as the American and the British Council Libraries are authorized under terms of cultural agreements between the respective countries and the Hashemite Kingdom of Jordan.

Recommendations regarding signing of cultural agreements with other countries are made by the Ministry of Education to the Council of Ministers. The Jordan National Commission for UNESCO organized in 1954 as a consultative body to the Minister and his staff, consists of the Minister of Education as Chairman and representatives of Government Departments, private educational institutions, and the various fields included in UNESCO activities.

Representatives of various Ministries including the Ministry of Education, advise the Ministry of National Economy in programming of technical assistance from the United Nations family of organizations and under bilateral agreements.

Administration

Directives, policies, rules, and regulations of the Ministry of Education are issued by the Minister through official circulars to administrative inspectors whose duty it is to bring them to the attention of principals, teachers, and private school authorities. The Under Secretary of State for Education and the District Inspectors determine priorities in education and adjust work within the framework of funds provided by Parliament.

The Supreme Council of Education makes suggestions and recommendations to the Minister on planning, developing, and financing the country's educational program. Parent-teacher organizations are encouraged by the Ministry. In general the school principal and the members selected to administer them exercise the leadership role in these organizations at the local level.

Republic of Korea

(Dai Han Min Kuk)

November 5, 1959 [1]

KOREA'S LEGENDARY FOUNDING was by the mythical figure Tan-gun in 2333 B.C. Adding the year A.D. to 2333 provides the year by Korean reckoning—with, for example, 1959 being Korean year 4292. Written records date to 7 B.C. and days of the Silla Kingdom in the south. By the time of the *Treaty of Shimonoseki* of April 17, 1895, Korean independence had been reaffirmed by the Chinese. A decade later, the Empire of Japan made Korea a protectorate with annexation following on August 22, 1910.

During World War II, the *Cairo Declaration* of December 1, 1943—reaffirmed in the *Potsdam Declaration* of July 26, 1945—pledged that "in due course Korea shall become free and independent." After cessation of hostilities, a military agreement (September 2, 1945 *General Order No. 1*) resulted in American Command south of the 38th parallel and Soviet Command north of that line. Government functions south of the parallel began to be assumed by Military Government officials on September 8, 1945. By August 1946, the South Korean Interim Government had been established.

In the interests of "unification of Korea," the United States of America laid the "problem of the independence of Korea" before the United Nations on September 17, 1947. By GA *Resolution 112 (II)* of November 14, 1947, the United Nations Temporary Commission on Korea was established. After it observed May 10, 1948 elections in south Korea, the elected National Assembly adopted the Constitution of the Republic on July 12, 1948. The Government of the Republic of Korea came into being with July 17, 1948 promulgation of the Constitution and the *Law on Organization of the Government*. It formally assumed South Korean Interim Government functions on August 15, 1948. After a separate system was proclaimed north of the 38th parallel on September 9, 1948, United Nations GA *Resolution 195 (III)* of December 12 that year "*Declares* that there has been established a lawful government (the Government of the Republic of Korea) . . . and that this is the only such Government in Korea. . . ."

---

[1] The Nation's form of Government changed from Presidential to Parliamentary under Constitutional amendment promulgated on June 15, 1960. The President as "head of the State," is elected in joint session of Houses of the National Assembly. He "shall confirm appointment and dismissal of public officials" according to Constitutional and legal provisions. "Administrative powers shall be vested in the State Council" consisting of the Prime Minister, as Chairman, and "more than 8 and less than 15" members who "shall assume a joint responsibility to the House of Representatives." Members "shall be appointed and dismissed by the Prime Minister" with action "confirmed by the President." The Prime Minister and the "majority" of the members "shall be members of the National Assembly" unless "the House of Representatives has been dissolved." Members of National Armed Forces are ineligible for appointment unless "relieved of active service."

"The State Council shall resign en bloc when" (1) "the House of Representatives has adopted a non-confidence resolution against the Council unless the Council resolves to dissolve the House of Representatives within ten days," (2) "a vacancy in office of the Prime Minister occurs" or (3) "the first meeting of the House of Representatives has convoked after the general election for the members of the House of Representatives." It shall "continue to execute its duties, pending election of the new Prime Minister."

The Republic was attacked on June 25, 1950 by northern communist forces. Two days later, United Nations Security Council *Resolution S/1511* "*Having determined* that the armed attack . . . constitutes a breach of the peace," recommended that Member States assist the Republic. Among results of this decision is United Nations GA *Resolution 410 (V)* of December 1, 1950 which established the United Nations Korean Reconstruction Agency (UNKRA) with an Agent General to conduct a program of "relief and rehabilitation." Within this program, a UNESCO-UNKRA Educational Planning Mission to Korea was organized and other projects were developed to assist in reconstruction of the school system. After the *Armistice Agreement* on July 27, 1953, intergovernmental conferences in Panmunjon and Geneva in 1953 and 1954 were unsuccessful in establishing a "Unified Government for all Korea."

According to the Constitution of the Republic as amended through November 29, 1954, "legislative power shall be exercised by the National Assembly." The President heads the executive branch of Government and appoints, convenes, and presides over the State Council—a "collegiate body" to "decide important State policy on matters within the scope of the powers of the President." He may "delegate his powers and duties as the Chairman . . . to a member of the State Council. . . ." Judicial power "shall be vested in courts composed of judges" who "shall judge independently in accordance with the Constitution and the law."

Among faiths in the Republic are Shamanism (of ancient origin), Buddhism (introduced in the 4th Century A.D.), Confucianism (a system of philosophy), and Christianity (introduced in the 18th Century). Methodist and Presbyterian denominations

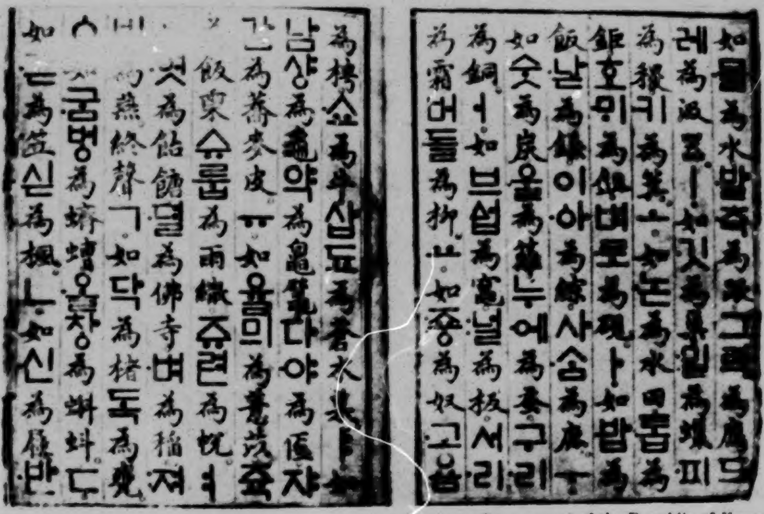
BEST COPY AVAILABLE

founded the majority of the Christian mission schools. Under Constitutional Article 12, ". . . No state religion shall exist. . . ."

Official Bodies Concerned With Education

The Ministry of Education (Munkyo Bu) operates under a State Council member—the Minister of Education (Munkyo Bu Chang Kwan—literally Minister of the Ministry of Education).

Looking back through the centuries, history records Korean use of metal movable type around 1403—nearly half a century before Johann Gutenberg and others in Mainz were using it on the European Continent. Between 1443 and 1446, a phonetic alphabet (Hangul) was developed. Its use began to be extended in the 1880's when borders opened and mission schools found the phonetic syllabary helpful in literacy programs. Prior to that time, education centered on Chinese classics. Most of it was privately supported and culminated for the few in annual National Examinations in Seoul where the central Confucian School—a scholastic honorary society—and the King's Cabinet level Educational Department were located. The Government's first ordinance



Courtesy, Government of the Republic of Korea

Paving the way for 20th Century education under the Ministry of Education in the Republic of Korea was King Sejong's 15th Century composition of the Korean alphabet reproduced here with the ideographic interpretations known as the *Standard Alphabet for the Instruction of Commoners (Hunmin Jeong Um).*

paving the way for establishment of public elementary schools was promulgated in September 1895.

The Educational Department was abolished after 1910 and an Educational Bureau, headed by an official of the annexing power, was established in the Department of Internal Affairs. The "essential principle of education" in the *Chosen [Korea] Educational Ordinance* of August 23, 1911 *(Imperial Ordinance No. 299)* and related *Regulations (Chosen Government General Ordinances Nos. 110* through *114* of October 20, 1911) was based on the 1890 *Imperial Rescript on Education* of the annexing power. The Government began to require use of the Japanese language and, subsequently, forbade use of the Korean language. After March 1, 1919 reading of the *Declaration of Independence* by Korean patriots, the 1911 *Ordinance* was replaced by another on February 7, 1922 to bring schooling into conformity with that of the Empire. By November 1935, use of the Korean language had been barred in schools.

After American Military Government took over the Educational Bureau, its September 29, 1945 *Ordinance No. 6* on *Reopening and Operation of Schools* provided for restoration of instruction in the Korean language. Existing textbooks became obsolete. With repatriation of the Japanese, schools lacked administrative personnel and teaching staffs were reduced. A group of Koreans from various walks of life worked with Military Government officers to develop objectives and principles of education. By August 1946, the South Korean Interim Government included the Department of Education headed by a Korean Director.

Article 75 of the July 17, 1948 Constitution specified that "The organization and functions of each Ministry shall be determined by law." The same day the *Law on Organization of the Government* created the Ministry of Education. With formal transfer of functions, the Department of Education ceased to exist on August 15, 1948. After 1950 aggression against the Nation, the December 1, 1952 preliminary report of the UNESCO-UNKRA Educational Planning Mission to Korea included figures estimating that "80 percent of the equipment, supplies, and books in all schools, colleges, and universities was destroyed during the communist invasion." Some 23 percent of the previously existing classrooms were listed as "totally destroyed," 11 percent "half destroyed," and 30 percent as having "suffered other damage."

February 17, 1955 *Presidential Order No. 1000* on *Organization of the Ministry of Education*—issued after February 7, 1955 amendment to the *Law on Organization of the Government*—specifies functions and organization of the Ministry of Education. Other parts of the National Government have specialized responsibilities in or related to education. For example, the President, State Council, and Ministry of Foreign Affairs deal with intergovernmental policy relating to education while Ministries of Home Affairs and of National Defense participate in the domestic literacy program.

The Minister of Education usually is an educator. Under Constitutional Article 69, no military person shall be named to the State Council "unless he has previously resigned from active service." Under Article 73, "The heads of the Ministries of the Executive shall be appointed by the President from among the members of the State Council." Such Articles as 27, 44, 46, 66, 70, and 74 are pertinent to responsibilities of Ministers. "Public officials . . . shall at all times be responsible to the people" with citizens having the "right to petition for the removal of public officials who have acted unlawfully. . . ." State Council members and representatives of the Executive "shall be authorized to attend meetings of the National Assembly, to state their opinions and answer questions and, by request . . . they shall attend any meeting of the National Assembly and answer questions."

If they violate Constitutional or legal provisions "in the exercise of their duties," the Assembly "shall have power to resolve motions for their impeachment." Presidential acts pertaining to State affairs "shall be countersigned by the concerned members of the State Council." A State Council member "shall forthwith resign when a resolution of non-confidence shall have been adopted against him by the House of Representatives." A Minister "may, ex officio or by special delegation of authority issue 'Ministry Orders' concerning matters within the scope of his powers and duties."

Organization

The Minister of Education is assisted by (1) a Central Board of Education consisting of a person recommended through the State Council by each Provincial Educational Board and one by the Minister for 4-year Presidential appointment to advise on such matters as educational policy, finance, and international cultural relations; (2) Committees such as the Special Committee for Reviewing Educational Matters; (3) a Deputy Minister, and (4) Directors of Bureaus, Section Chiefs, and staff. The General Affairs Section is in charge of confidential matters, custody of official seals and National properties under Ministry jurisdiction, documents, financial matters (budgeting, settlement of accounts, and auditing), personnel matters, and the like. Bureaus and their Sections include:

- Common Education:
    - Compulsory Education—elementary [6-year coeducational] education, finance for compulsory education under the Special City of Seoul School Board, and financial matters pertaining to district and city school boards
    - Planning and Research—auditing of elementary and secondary schools [3-year middle and 3-year high schools] and their school foundations, statistics, and supervision of school board administration (Special City of Seoul, Provincial, school district and city); and
    - Secondary Education—financial matters pertaining to Provincial and Special City of Seoul School Boards (except that relating to compulsory education in the latter), secondary education and special education for the handicapped
- Culture:
    - Cultural Property Preservation—Confucian societies and other scholarship associations, historical monuments and sites, museums, National treasures, quasi-religious and religious matters, shrines, temples and Royal tombs, zoological gardens, and the like
    - Fine Arts—fine arts, handicrafts, and literature; guidance and supervision of art organizations, cinemas, and theaters; and reviewing of dances, motion pictures, and theatricals
    - Physical Culture—health, military service, and physical education of students; and
    - Social Education—adult education, kindergartens, libraries, National ideology study and guidance, old type institutions [sodang—village primary school known as the hall of learning], private institutes, and youth guidance
- Higher Education:
    - College Education—advancement of learning, college education, and learned societies
    - International Education—exchange of professors, student and teacher study abroad, and UNESCO matters; and
    - Normal Education—certification of teachers, in-service training of educational civil servants, and teacher training
- Technical Education:
    - School Facilities—materials, teaching equipment and supplies, and school facilities (investigation and planning)
    - Science Education—science, trade schools, and weather bureaus; and
    - Vocational Education—vocational [middle and high] schools; and
- Textbooks:
    - Compilation—National textbooks ["Ministry copy-righted"], reference works, research in the National language and on teaching manuals, reviewing of other texts for use below higher education level, and translation of books and documents; and

Publication—National textbooks, reference works, supply of National textbooks [for purchase by parents], and matters relating to general publications.

Authority, Responsibility, and Functions

The Constitution provides basic policy affecting education:

Article 14. All citizens shall have freedom of learning and the right to practice the sciences and arts. Rights of authors, inventors, and artists shall be protected by law.

Article 16. All citizens shall be entitled to equal opportunities of education. The attainment of at least an elementary education shall be compulsory and free of cost.

All educational institutions shall be administered under the supervision of the State and the organization of the educational system shall be determined by law.

Article 72. The following matters [from among 13 list [illegible] hall be referred to the State Council for decision:

(1) Fundamental plans and policies concerning state a [illegible]

(2) . . . important matters pertaining to foreign policy [illegible]

(4) Proposed budgets, closing of accounts . . .

(9) Matters referring to the liaison between Ministries [illegible] tive and determination of their jurisdiction;

(11) Appointment and removal of . . . the Presidents of National Universities . . .

(12) Adoption and execution of important policies of the various Ministries of the Executive.

Organization of the educational system is presented in the *Educational Law* [No. 86] promulgated on December 31, 1949, as amended by *Laws No. 118* of March 10, 1950, *No. 178* of March 20, 1951, and *No. 228* of December 1, 1951. Article 7 states that "Schools are national facilities" and "All schools shall be established in accordance with the applicable laws. . . ." According to Articles 83 and 84, schools established and controlled by the National Government are "National schools" under direct Ministry supervision.

"Public schools" are established and controlled by a corporate Educational District, Province, Special City, or City. They are financed by an educational tax, fees, and other moneys (including any special school tax and National Treasury funds—for salaries of their teachers engaged in compulsory education, half the salaries of their middle and high school teachers, and other aid). Public schools come under indirect Ministry supervision through the Special City or through the Provincial Governor aided by School Boards, Inspectors, and Superintendents of Schools. Article 150 specifies that "All schools shall follow the curriculum provided."

Article 1 of February 17, 1955 *Presidential Order No. 1000* specifies that "The Ministry of Education shall be in charge of matters concerning education, sciences, technical problems, fine arts, physical culture, publication, copy-rights, reviewing of motion pictures and cultural administration." Article 175 of the *Educational Law* authorizes the Minister to "entrust a part of his power" to a Special City Board of Education and authorizes a Provincial Governor to "similarly delegate power" to the Inspector of Education of an Educational District or to a City Board of Education. Specifically, the Ministry:

- Decides on construction and establishment of National schools
- Develops the budget for the Ministry, National schools, and aid for public schools for Central Board of Education and State Council review and National Assembly action
- Reviews other education budgets (with the Minister exercising directive power over public school financial matters)
- Allocates National funds appropriated
- Drafts proposed Laws, Presidential Orders, and Orders of the Minister, and prepares Regulations consistent with Laws and Orders on such matters as curriculum ("principal topics," hours for each study unit, and numbers of lessons), employment conditions for teachers (appointment and dismissal, duties, pay and annuities, and qualifications under the *Law on Educational Civil Servants*), examinations, pupil health examinations and school sanitation, pupil promotions and granting of diplomas and degrees, and teacher training and certification
- Has responsibility for enforcing applicable law such as that on civic [adult] and compulsory education (as rapidly as facilities are available) and responsibilities of School Boards
- Prepares, publishes, and distributes National textbooks and approves or disapproves others for use in schools below higher education level
- Promotes the literacy campaign and cooperates with the Central Broadcasting Station on a Radio School inaugurated in 1952
- Awards National fund scholarships
- Supervises or indirectly supervises education and related health services and plant operations, and
- Conducts research and issues professional publications.

Private schools, according to Article 83 of the *Educational Law*, are "established and controlled by a juridical person (corporation) or a private individual or group." Those below higher education level are directly supervised by the public school authority in the particular area. Article 135 authorizes factories or industrial establishments to create and manage technical schools (based on adult or elementary education) and higher technical schools (which may have an advanced course for those completing high school). Establishment of private schools below middle level requires aproval by the Special City School Board or the Provincial Governor who reports action to the Ministry. Special schools and those at middle or higher level require Ministry approval.

Appointment and dismissal of private school teachers "shall be reported to the Supervising Officer concenned" and his approval "must be obtained when a President, Vice President, Director, Principal or Chief of Kindergarten is appointed." Under specified conditions, the Supervising Officer "may order" a dismissal, changes consistent with legal requirements, or closing of a private school. Private schools are required to report budgets and expenditures to the Supervising Officer concerned and to follow Ministry Orders on physical examinations, sanitation, and the like.

In addition to National institutions of higher learning, Article 84 of the *Educational Law* places private normal colleges, colleges, and universities "under the supervision of the Ministry of Education." Article 116 requires the Minister to "consult" the Central Board of Education when "he wishes to establish or abolish" an institution of higher learning or issue a related permit.

The Director of a college or the President of a university has operating responsibility for school affairs. The Minister has authority to establish "provisional teacher-training institutions or teacher reeducation institutions" if necessary under Presidential Order. Ministry control of higher level institutions covers approval or disapproval of institutional regulations and professorial appointments, conferring of doctoral degrees, and—for private institutions—matters relating to operation of college foundations.

The Ministry operates National universities, National colleges, normal [secondary] schools, a marine high school, and a school for the blind. In the cultural field, it has a Committee for National History and operates several institutions—Court Music Institute, National Library, National Museum, a science museum, a theater, and a weather bureau.

Ministry research relates to educational administration, content, and practice, and to matters pertinent to development of laws, orders, and regulations. The Ministry also subsidizes the Central Education Research Institute.

After the Republic joined UNESCO on June 14, 1950, the Korean National Commission for UNESCO was established with the Minister as Chairman and with Ministry subsidy. The Ministry works with intergovernmental and other international organizations which provide technical assistance in educational and cultural matters. It is represented at conferences such as those of

IBE and UNESCO. In its teacher training responsibilities, it works with the Fundamental Education Centre opened in Suwan in October 1956 for training of rural teachers. Exchange of professors and programs for Korean students and teachers to study abroad come within the Ministry's province.

Administration

Laws and Presidential Orders are published by the Government. Educational requirements in such issuances and Ministry Orders, Regulations, and professional materials (*Educational Monthly*, teaching manuals, and the like) are distributed by the Ministry to those concerned. They are sent to heads of institutions under direct Ministry jurisdiction. For other school administrators, teachers, and the public, they are sent through Provincial Governors or the Special City of Seoul School Board and Superintendents of Schools. News items on educational activities and requirements are carried on the radio.

The Central Board of Education, Ministry Committees, and staff make recommendations to the Minister. The Special Committee for Reviewing Educational Matters has responsibility for initial review.

Kingdom of Laos

Royaume du Laos

January 13, 1960

BACK IN THE 14TH CENTURY, Hinayana (Theravada or Way of the Elders) Buddhism was introduced to Laos when King Fa-Ngoum (1353-73) married the daughter of the King of neighboring Cambodia. The Land of the Lao then was called the Kingdom of Lan Xang or Land of the Million Elephants. Through the centuries, invasions and wars and the interrelationships of the different peoples of Southeast Asia brought changes in control over and size of the realm. By 1707, it was split between the Kingdoms of Luang-Prabang in the north and Vientiane in the south.

By 1831, the Chinese Empire exercised sovereignty over Luang-Prabang through the An-Namese (people of the Pacified South or Viet-Namese) and Vientiane was a Province of the Kingdom of Siam (Thailand). When the Siamese moved into Luang-Prabang, an appeal to the French Republic resulted in a French Vice-Consulship being established in February 1887. Then Vientiane became a French Colony. With the *Franco-Siamese Treaty* of October 3, 1893, Luang-Prabang became a French Protectorate. Both parts of the Land of the Lao were a component of the French Indo-Chinese Federation in 1899. World War II brought temporary ceding of two Provinces to the Kingdom of Siam on March 11, 1941 and occupation by the Japanese on March 9, 1945.

When the Chinese disarmed the Japanese, they established a Government in the northern part of Laos on September 2, 1945. After return of the French and Chinese withdrawal, a Franco-Lao *modus vivendi* was signed on August 27, 1946 which led to promulgation of the May 11, 1947 *Constitution of the Kingdom of Laos* and preparations for gradual transfer of responsibility from the French to the Lao. The July 19, 1949 *Franco-Lao Convention* recognized the independence of Laos which became an associated State in the French Union on February 2, 1950.

The State's soil was invaded in April 1953 by the communist Viet-Minh. A military agreement on cessation of hostilities was signed in Geneva on July 20, 1954 leaving the communists in control of most of the northeastern Provinces of Phong Saly and Sam Neua until an October 1957 compromise resulted in reassertion of National sovereignty over these areas. Completion of the transfer of sovereign functions from the French to the Lao occurred under terms of the *Paris Agreements of December 29, 1954*. On September 29, 1956, a revised text of the Constitution was adopted and became effective 15 days after promulgation.

Under that instrument, the King is the "supreme head of the State" charged with exercising National sovereignty of the people "in conformity" with Constitutional provisions. "Buddhism is the State religion" with the King—who "must be a fervent Buddhist"—as its "High Protector." The King's Council, to advise on legislative proposals and assist in other ways, is appointed by the Crown with half the members being designated by the National Assembly. Like Deputies and Ministers, the King's Counselors may "initiate laws." Royal authority is exercised "through the intermediary" of the Ministers. The King "designates" the President of the Council of Ministers (Prime Minister) "who forms the Government."

The President of this Council and the Ministers "can be appointed only after a vote of confidence of the National Assembly." The National Assembly, "elected every five years by universal suffrage," has a Standing Committee which continues to function after closing of a session with authority "to control Government operations." The "law guarantees the independence of the judiciary authority in relation to the legislative and executive authority."

Under Constitutional Article 6, "The official language is the Lao language." As a matter of policy, the Royal Government retained French as its language of international communication and provided for French as well as Lao in the school curriculum.

Official Bodies Concerned With Education

The Ministry of National Education (Ministère de l'Éducation Nationale) functions under the general direction of a member of the Council of Ministers—the Minister of National Education (Ministre de l'Éducation Nationale). Repositories of the intellectual heritage and teachers of the people traditionally were the senior Buddhist monks (bonzes) and some former religious leaders who had resumed lay status. In the pagoda—the center of community life—were the monastery, the sanctuary, and the frequently open-sided pavilion (hocherk). The latter was used for classes and other community activities as well as religious services. In the Protectorate era, French authorities initially handled responsibility for education they introduced with the help of An-Namese staff, and Buddhist leaders continued with pagoda schools.

When the Bonze Teacher Training School was founded in Vientiane in 1909, steps were taken to integrate the first (3-year) cycle of primary schooling with the Government system. By 1916, village 3-year primary schools began to be established followed later with a few second (3-year) cycle programs introduced at the primary level. The first 3-year secondary course based on the 6-year primary program was established in Vientiane in 1921. With addition of another year in 1924, this institution became the first secondary "college."

Dislocations of war left the Nation with few schools, few teachers, and few textbooks at the time of independence. The French Cultural Mission continued to handle most educational matters until the *Franco-Lao Cultural Agreement* was signed on February 6, 1950. Then the Royal Government assumed general jurisdiction over primary education. Shortly before the *Paris Agreements of December 29, 1954, Order No. 308/PC* of November 9, 1954 (promulgated by the President of the Council of Ministers) established organization for the Ministry of National Education and of Sports and Youth.

An Office of Director-General of National Education was established in the Ministry in 1956 and *Order No. 356/PC* of December 21, 1956 made Ministry organization the subject of replanning. With the cooperation of the first UNESCO Mission, the Ministry presented its March 1957 *Five Year Plan* for educational development to the central authority concerned with domestic development and related foreign aid—the Planning Office. Secondary education remained under French guidance until April 13, 1957 when a new *Franco-Lao Cultural Agreement* was signed.

The Ministry then assumed responsibility over official and nongovernmental education in the Nation with the French Republic furnishing teaching staff on request of the Royal Government. When Sports and Youth activities were transferred to the Ministry of National Defense in 1957, the name of the education Ministry became Ministry of National Education. In addition to the Planning Office, various Ministries have responsibilities related to education:

Finance—integration of budgets on or related to education into the National budget

Interior—with each Province (Khouang) being under a Provincial Governor (Chaokhouang) who distributes instructions from the various parts of the Government, including the Ministry of National education

National Defense—with a National Military Academy established in Dong Hen in 1951

Public Works—school construction and maintenance with guidance from the Ministry of National Education, and

Religious Affairs—religious instruction in pagoda schools.

Article 21 of the Constitution states: "The President of the Council [of Ministers] and each of the ministers direct one or more ministerial departments . . ." For example, the Minister of National Education simultaneously has held such other portfolios as Public Health and Religious Affairs. When a new Government is formed, a new Royal Decree is promulgated concerning distribution of portfolios and related functions among Ministers.

Under Constitutional Article 19, the King's designee for the Presidency of the Council of Ministers names Ministers for appointment by the Crown "after a vote of confidence of the National Assembly . . ." Before assuming office, Government members are required to take a specified loyalty "oath at the principal pagoda of Vientiane . . ." In the executive branch, Ministers are responsible to the President of the Council of Ministers. Term of office is indefinite and depends on National Assembly confidence.

Articles 20-23 include provisions related to qualifications, responsibilities, and rights of Ministers. "There is no incompatibility between the office of member of the Government and the mandate of Deputy" except that Deputies "serving as members of the Government or being candidates for such office may not participate in the vote of confidence or in votes on motions of censure." Ministers "direct one or more ministerial departments and can initiate laws." They "are responsible before the National Assembly collectively for the general policy and individually for their personal acts."

National Assembly refusal "to accord its confidence to the Government, or the vote of a motion of censure, involves the resignation of the entire Government" with the resigning Government assuming "conduct of current affairs until the installation of the new Government." Government members "are legally responsible for crimes and offenses committed in the exercise of their functions" and "may be indicted by the National Assembly and tried by the King's Council acting as a High Court of Justice within the conditions fixed by law." Under Article 29, National Assembly Deputies may "constitute special committees to handle all inquiries and investigations in the various administrations and public services." Article 37 precludes a Minister from being a King's Counselor.

Organization

To advise the Government, the Minister of National Education, and the Ministry, there is an Advisory Committee for Education. In addition to the Minister of National Education as Chairman, the Minister of Religious Affairs, and the former Ministers of National Education, the Advisory Committee for Education includes representatives of Buddhist religious leadership, the King's Council, and the National Assembly. It may have working committees under the chairmanship of the Director-General of National Education. Such working committees have authority to call upon expert assistance in dealing with various National education projects.

Assisting the Minister of National Education are an Office of the Minister and Permanent and Private Secretariats. Under the Minister's general supervision is the Director-General of National Education who is responsible for Ministry operations. Under the Director-General of National Education are (1) Administrative Offices concerned with accounting, files and correspondence, foreign relations, personnel, plans and projects, social work, and statistics and propaganda; and (2) Departments (each headed by a Director) for the main branches of education:

Primary and Adult Education—including responsibility for the basic education campaign and foreign aided Pilot School programs

Secondary Education—concerned with administration of most of the secondary schools—an Apprentice School in Savannakhet and in Vientiane, the Lycée Pavie and the Teacher Training School at Vientiane, a Provincial "College" [secondary level] in each of 5 Provinces (Luang-Prabang, Paksé, Savannakhet, Thakhek, and Xieng-Khouang), and the Technical School in Vientiane

Teacher Training—other than that under the Department of Secondary Education, and

Higher Education—to plan for development of the National institution of higher learning

In the evolving organizational plan, other bodies under the Director-General of Education serve in a liaison capacity with the Departments:

Fine Arts Office—with the Literacy Committee forming the nucleus for a Lao Academy of Fine Arts

Libraries and Museums Office—with the projected National Library and National Museum to be attached, and

National Institute of Research—with the related National Centre of Education as a first step and serving as a teacher training institution and a university nucleus.

For each Province or group of Provinces, there is an Inspector-General acting as the Ministry's representative on educational matters assisted by one or more inspectors.

Authority, Responsibility, and Functions

Among "duties" of the Lao people specified in the preamble of the 1947 Constitution were "attention to work and education, integrity and observation of the law." These duties were reaffirmed in the 1956 revision. Other policy on or affecting education is established in National Assembly Laws, Royal Orders, Orders of the President of the Council of Ministers, Education Decisions and Circulars of the Minister of National Education, Regulations, and related changes. Among them are:

Order No. 6 of January 27, 1949 promulgating the *Civil Service Law* related to recruitment, appointment (with a 2-year probationary service prior to confirmation), promotion (with education personnel in cadet and higher grades being appointed and promoted by Royal Order and in secondary and junior grades by Education Decision) and retirement

Orders Nos. 19 and *20/CR* of July 7, 1950, *No. 26/CR* of July 13, 1950, *No. 33/CR* of July 18, 1950, *No. 241/64* of September 19, 1951, *Nos. 140* and *141* of April 30, 1954, *Decision No. 244/ED* of July 21, 1954, and *Order No. 34* of February 18, 1957, establishing (1) posts for National Education including Ministry personnel at headquarters and field staff such as assistant inspectors, primary school inspectors, primary school teachers, student teachers, teachers qualified by license or certificate (who also are employed as school administrators), and other [auxiliary or supplementary] teachers; (2) qualifying examination requirements after probationary service; and (3) pay rates

Law No. 12 of April 9, 1951, promulgated by *Royal Order No. 112* of April 26, 1951:

> Article 1. Elementary primary education [first 3-year cycle] in Laos shall be compulsory and free for Laotian children of both sexes who are over the age of 6. It can be provided either in official schools, or in regularly established private schools.
>
> Article 2. Every community situated within a radius of 1 kilometre from an official school shall be liable to compulsory education.
>
> Article 3. All supplies of material and labour for the building of schools shall be furnished by all the persons registered within a radius of 5 kilometres.

Article 4. Every village possessing an elementary school shall maintain adequately, at its own expense, the school, the furniture and the master's lodging.

Article 5. Any infringement of the obligations laid down in the present Law shall render the offender, after a warning, liable to a fine of 20 piastres. In the event of the offence being repeated, a fine of double that amount shall be imposed.

Law No. 108 of January 26, 1952 amending the 1951 Law by inserting the following at the beginning of Article 2:

Every village agglomeration having a sufficient number of pupils to justify the establishment of an elementary school, and every Tasseng [group of villages under an elected administrator], shall, so far as the budget permits, be provided with an official elementary primary school.

Order No. 217 of August 23, 1952 on Provincial administration under the Ministry of the Interior

Decisions No. 130/ED and *131/ED* of April 27, 1954 establishing duties of Governing Bodies for secondary schools

Circulars No. 442/ED of April 12 and *No. 502/ED* of April 27, 1955 defining duties of teaching advisory committees for secondary schools

Order No. 351/85 CR of October 19, 1954 on partial or total boarding awards, non-boarding maintenance grants, and subsidiary awards to Lao pupils in Government schools

Order No. 167/PC of June 24, 1955 on functions of secondary school principals and responsibility to the Provincial Governor for certain local matters and to the Director of the Ministry's Department of Secondary Education for technical matters

Order of June 30, 1958 providing for a National University in Vientiane (named after King Sisavang Vong and administratively under the Minister of National Education) to include a certain number of schools (such as a School of Medicine), centers (such as the National Centre of Political Science, Administration, and Law), and constituent organs

Decision No. 394/ED of August 11, 1958 on the Pilot Schools Program to introduce new educational influences into the primary school system through the experimental method and with foreign aid, and

Order of the President of the Council of Ministers of March 1959 concerning the National Centre of Education then under construction.

Within the legal framework, the annual National budget for education is developed in the first instance by the Director-General of National Education after taking into account Provincial budget proposals submitted by primary school inspectors through Provincial Governors. The Minister adds items for administrative staff and the like and presents the total proposal for staff and materials to the Minister of Finance. The Minister also collaborates with the Minister of Public Works in developing the budget for school construction and maintenance appearing in the latter's budget proposals. After integration into the total National budget, the Minister of Finance forwards estimates to the National Assembly for action.

Courses of study, curriculums, and school schedules are prepared in the Ministry with advisory assistance of foreign aid missions and primary school inspectors. Included in them is provision for certain modifications at primary level to meet local conditions. Inspectors check schools for conformance to policy while the Director-General of National Education and other Ministry staff make brief visits to rural schools throughout the Nation to show National interest in their development. The Ministry regulates employment conditions of school personnel and the system of pupil promotions in keeping with the *Civil Service Law* and pertinent Orders. It has responsibility for enforcement of compulsory education as school facilities become available. Bilateral and multilateral assistance is sought by the Ministry to help meet textbook needs.

Nongovernmental (private) schools come under Ministry control in keeping with *Government Regulations*. The Ministry authorizes opening of such institutions, appointment of their teachers, and may order school closure for failure to follow Regulations. Primary school inspectors have authority to inspect these schools. Courses of study are recognized as "equivalent" to courses at the same stage in Government supported schools.

The Indo-Chinese University at Hanoi in Viet-Nam served Lao as well as Cambodian and Viet-Namese students prior to its closure under occupation on March 9, 1945. With the July 20, 1954 Geneva military agreement, this University came within territory of the Northern Zone of Viet-Nam under communist control. Pending development of further education under Sisavang Vong University, Lao students are sent under Government sponsorship to institutions in Canada, the Commonwealth of Australia, the French Republic, the Italian Republic, Japan, the United States of America, and other countries. Some study under bilateral or multilateral scholarship programs or under foreign college or university scholarships. Government scholarships come under control of a Scholarship Committee in keeping with *Royal Order No. 351/89 CR* of October 19, 1954. The Minister of National Education is Chairman of the Committee.

The Ministry has operating responsibility for Government supported schools and control responsibility over nongovernmental schools, rural center educational activities (3-year primary course for children and classes for adults) and village schools. Nucleus projects and programs for libraries and museums come within

BEST COPY AVAILABLE

ໂຮງຮຽນອົບຮົມຄູລາວ
ECOLE NORMALE D'INSTITUTEURS LAO

Courtesy, Government of the Kingdom of Laos

The Ministry of National Education in the Kingdom of Laos has operating responsibility for this Teacher Training School in Vientiane where these future teachers were in their fourth year.

its province. Ministry activities allied to research relate to provision of information to intergovernmental organizations such as IBE and UNESCO and to technical assistance programs under the Colombo Plan, the United Nations and affiliated specialized agencies, and the United States International Technical Cooperation Administration.

In the international field, the Ministry develops policy and participates in negotiations for intergovernmental agreements such as for the *Franco-Lao Cultural Agreements*. The Minister or Ministry staff are sent by the Government to intergovernmental conferences such as those of IBE and of UNESCO. A UNESCO Mission serves in an advisory capacity to the Minister and the Ministry. Proposals for bilateral and multilateral technical assistance are prepared by the Ministry and transmitted through the Planning Office. Participation in foreign scholarship programs and approval of candidates for intergovernmental, foreign Government, or foreign university scholarships are made by the Ministry. Its Foreign Relations Office is the liaison with foreign aid missions and services the National Commission for UNESCO.

Administration

The Administrative Bulletin of Laos (Le Bulletin Administratif du Laos) contains texts of Laws and Orders. The Ministry of National Education sends instructions relating to education to Provincial Governors for distribution to Provincial Inspectors-General, other inspectors, Provincial districts (muongs) and school personnel. At secondary level, instructions are transmitted through Provincial Governors with heads of secondary schools being directly responsible to the Department of Secondary Education on technical matters.

The Advisory Committee for Education and the various foreign aid missions advise the Minister and the Ministry on educational plans and projects. An Inter-Ministerial Committee for National Rural Development Through Fundamental Education provides advice to the Ministry.

Lebanese Republic

(Al-Jamhouriya al-Lubnaniya)

**October 10, 1959*

POWERS EXERCISED in Lebanon by the French Republic under League of Nations mandate of September 29, 1923 were transferred to the Lebanese Government on November 27, 1943. The Constitution was adopted on May 23, 1926 for the Provisionally independent State.

Under its terms as subsequently amended, legislative power "is exercised by a single assembly," the elected Chamber of Deputies. Executive power "is entrusted to the President of the Republic" elected by the Chamber of Deputies. He "exercises it with the assistance of ministers" who "have the supreme management of all the services of the State which depend upon their respective departments" and "assure, each in so far as he is concerned, the application of the laws and regulations." Judicial power "is exercised by the tribunals of different orders and degrees" with judges being "independent in the exercise of their magistracy."

The "official national language" is Arabic. Law determines "the cases in which the French language will be used."

Official Bodies Concerned With Education

The Ministry of National Education and Fine Arts (Wazara al-Tarraebya al-Watanya Wa al-Founun al-Jamela) operates under one of the Ministers assisting the President. At the beginning of the second week of provisional independence, *Decree No. 5* of May 31, 1926 provided for the Ministry in lieu of the former Department of Education. This Decree was amended by *Decree No. 766* of February 26, 1944 after independence had been achieved.

The Ministry of Foreign Affairs is responsible for intergovernmental cultural and educational relations. Other Ministries cooperate on matters within their technical competence. For example, the Ministry of Public Works advises on school construction and the Ministry of Social Affairs provides financial assistance equal to school fees for children of those who died in Lebanese service.

Under Constitutional Article 53, "The President of the Republic appoints and dismisses the ministers, among whom he designates a president of the council of ministers . . ." In practice, this Prime Minister nominates other Ministers and the President of the Republic appoints them. Term of office normally depends on the Council of Ministers and the individual Minister retaining confidence of the Chamber of Deputies. The Minister of National Education and Fine Arts (Al-Wazīr al-Tarraebya al-Watanya Wa al-Founun al-Jamela) is responsible to the Prime Minister and to the Chamber of Deputies. Such Constitutional Articles as 28, 37, 54, and 65–72 affect qualifications, responsibilities and rights of Ministers.

Ministers "may be selected without distinction from within or without the Chamber." Every deputy has "absolute" right "to call the ministers to account" during Chamber sessions. Except for appointment and dismissal of Ministers, "acts of the President of the Republic should be countersigned" by the Minister or Ministers concerned. Ministers are required to be Lebanese and "are jointly and severally responsible before the Chamber for the general policies of the government, and individually, for their personal acts." They "have free access to the Chamber and must be heard when they so request. . . ." When the Chamber "declares that it no longer has confidence" in a Minister, he "is obliged to resign." The Chamber "has the right to indict" Ministers "for high treason or for serious neglect of their duty" with the Minister surrendering office "as soon as he is indicted."

Organization

The Minister is responsible for policy decisions and political leadership. Reporting to him is the Director-General responsible for general administration below the Government policy level. Organizational units reporting to the Director-General include the Central Administration directing and coordinating "essential functions of basic public education," and agencies which perform functions "not directly related or coordinated except as they report individually to the Director-General." The Central Administration includes the:

- Directorate General consisting of a Private Office and:
  - Administrative Inspection

Centers (such as the Psychological Research Center), Committees (such as the Committee for Evaluation of Diplomas and Degrees under the Chairmanship of the Minister), and Councils

Examinations Service

Fine Arts Section—organizing annual competitions and annual and permanent exhibitions

Pedagogical Research Center—curriculum, educational magazine and pamphlets, tests, and textbooks and school materials

Private Secondary Schools Section

Public Secondary Schools Section, and

University Affairs Service; and

Secretariat with a Secretariat Section and other Sections for:

Administrative and Financial Affairs

Foreign Cultural Relations—including the Secretariat of the Lebanese National Commission for Education, Science and Culture

Legislation and Disputed Claims—including Special Disciplinary Boards (for the teaching body in Government schools) appointed by the Minister, and

Statistics.

The other organizational entities include Departments, Directorates, semiautonomous agencies, and Lebanese University. There are Departments of:

Physical Education and Scouting—with Sections in each field and with an attached School for Teachers of Physical Education

School Hygiene—with Hygiene Committees in the schools

Secondary Education—with jurisdiction over secondary schools and with a Technical Section cooperating with the Psychological Research Center on psychological testing of pupils, and

Teacher Training—directing the Teacher Training College in Beirut and rural teacher training schools.

There are Directorates of:

Archaeology—with a Curator-General of Antiquities and an attached National Museum

Elementary and Upper Elementary Education—with Branch Departments in the Administrative Districts (Muhafazat) of Baqa, Beirut, Mount Lebanon, North Lebanon, and South Lebanon, which are responsible for supervision and for making recommendations to the Director on transfer of teachers; and

Vocational Education—supervising public vocational schools, assisting similar private schools, and coordinating activities.

The semiautonomous entities operating under their own Boards with Ministry control over their finances are the National Conservatory of Music and the National Library. The Chief Librarian of the latter institution has an advisory committee including the Curator-General of Antiquities, the Director-General, and the

President of Lebanese University. Lebanese University, with its Higher Teachers College, is an integral part of the Ministry.

The Minister has an Independent Provident Fund for School Buildings and Attached Play Grounds which is financed by contributions, fees (for examinations, Government certificates, and school registration), funds appropriated for development projects in Government schools, and the like. The Director-General is Chairman of its Board of Directors. In addition to the Director of Elementary and Upper Elementary Education, the Board includes representatives of the Ministries of Finance, Health, Interior, and Public Works.

Authority, Responsibility, and Functions

Article 10 of the Constitution states:

> Education is free in so far as it is not contrary to public order and good morals and does not affect the dignity of the several faiths. There shall be no violation of the right of the communities to have their schools, subject to the general prescriptions concerning public instruction which are decreed by the State.

Supplementing the two Decrees providing for the Ministry of National Education and Fine Arts are the President's *Legislative Decree No. 25* of February 6, 1953 on responsibilities of the Ministry and *No. 26* of January 18, 1955 on Ministry organization (which also includes provision on qualifications for teachers and other specified personnel). In addition, there are implementing *Decrees* on different levels and specific aspects of education such as those of October 1, 1946:

No. 6998—elementary school curriculum
No. 6999—higher elementary curriculum
No. 7000—private schools
No. 7001—secondary school curriculum
No. 7002—elementary leaving certificate examinations
No. 7003—upper elementary certificate examinations, and
No. 7004—baccalaureate (secondary) Part I and Part II examinations.

Within such legal framework, the Ministry of National Education and Fine Arts is the agency of Government charged with control of education in the Nation. Under 1953 *Legislative Decree No. 25*, it is responsible for development and promotion of education, educational organization, improvement of the level of instruction, preservation of antiquities and encouragement of art, and support of physical education and Scouting activities.

Specifically, it has authority to (1) decide on number, location, and kinds of schools to be established; (2) prepare education budget estimates for Government review and presentation to the Chamber of Deputies for action; (3) make grants for study abroad; (4) draft laws and decrees relating to education; (5) determine curriculums and school schedules; (6) prescribe textbooks; (7) prepare and conduct examinations; (8) regulate pupil promotions; (9) evaluate diplomas and degrees through the Minister's Committee for this purpose; (10) inspect schools (with education counselors being attached to Administrative District Offices); (11) train, test, license, and control employment of school personnel; (12) promote free and compulsory elementary education; (13) assist communities with and determine local contributions toward school construction and make contracts for such construction (through the Independent Provident Fund for this purpose authorized by Article 28 of 1955 *Legislative Decree No. 26*); and (14) promote school health through Hygiene Committees in the schools, medical examinations, and vaccinations. The Ministry also organizes meetings at which the Director of Elementary and Upper Elementary Education, Chiefs of Administrative District Offices, inspectors, and the teaching staff take the oath of office required by Article 25 of 1955 *Legislative Decree No. 26*.

Under 1946 *Decree No. 7000*, the Ministry exercises control over private denominational and nondenominational schools such as Christian Maronite, Greek-Orthodox, and Muslim (predominantly Sunnis with some Shiah Sects including Druze) schools and those established by other groups and individuals. It also exercises authority over foreign schools which are primarily American, British, and French. To operate or change their plans of operation, such schools require an official permit in the form of a Decree recommended by the Ministry of National Education and Fine Arts. The Ministry has power to close any which fail to meet State and Ministry requirements concerning programs, teacher certification, textbooks, and use of official curriculums. It inspects these schools and has authority to call meetings of their administrators and teachers, examine records concerning their staffs and students, and take action on reports submitted by inspectors. The majority of secondary schools are either private or foreign schools. The Ministry makes grants to needy students who "excel in Secondary classes in private schools."

Lebanese University is an integral part of the Ministry. Its President has status similar to that of the Director-General. The University Council operates according to a separate *Council of Ministers Decree* authorized by Article 4 of 1955 *Legislative De-*

cree No. 26. The President of the University supervises University administration and finance in accordance with that Decree.

In the case of other institutions of higher learning such as the American University of Beirut founded in 1866, the Université Saint-Joseph (a French Jesuit institution in Beirut founded in 1875) and the Lebanese Academy of Fine Arts established in school year 1942–43 for the study of music, Ministry control is limited to such matters as authorization for them to operate and legal requirements relating to official Government secondary school examinations. The two foreign sponsored universities offer training from kindergarten through secondary education as well as higher education.

The Ministry has operating responsibility for public elementary, upper elementary, and secondary (including technical and vocational) schools, the Teacher Training College, and Lebanese University. In addition, it operates the National Conservatory of Music, the National Library, the National Museum, and a Theater Building.

The Department of Archaeology engages in research and related publishing pertaining to antiquities. The Pedagogical Research Center undertakes investigations in the field of education.

In the area of international cultural and educational relations, the Ministry recommends policy to the Ministry of Foreign Affairs and has responsibility for executing domestic aspects of established policy. It grants certificates of equivalency of diplomas and degrees in terms of its educational plan and grants scholarships for Lebanese students to study in foreign countries. It provides for exchange of educational personnel and athletic teams and exchange of educational films, literature, and works of art in accordance with cultural agreements with the Arab League, UNESCO, and other intergovernmental organizations, and with other countries. It handles domestic aspects of technical assistance to and from the Nation under agreements with individual countries and intergovernmental organizations. Its assistance to other countries relates particularly to provision of teachers requested by Arab countries.

Under *Legislative Decree No. 12141* of June 28, 1948, the Lebanese National Commission for Education, Science and Culture was established on recommendation of the Minister as an advisory body to the Government and the Ministry on UNESCO matters. The Minister appoints Commission members who include representatives of his own Ministry and others (such as the Ministry of Foreign Affairs), the Chamber of Deputies Commission on

National Education, and representatives of educational institutions, scientific and cultural organizations, and lay groups. Budget for the Commission and the Secretariat is a part of the budget of the Ministry of National Education and Fine Arts. The Government is a member of IBE and the Ministry supplies personnel for Government Delegations to the International Conferences on Public Education as well as to the UNESCO General Conference and other intergovernmental meetings concerned with education and culture.

Administration

Laws, decrees, orders, and legal announcements are issued in the *Official Lebanese Journal* published in Arabic and in French. Ministry directives are sent to concerned personnel through circulars. Decisions also are publicized through the press and radio, particularly when many schools and students are affected and when time is of the essence. An assembly of administrators and teachers is called at the beginning of the school year to announce and discuss directives, regulations, and rules. At the end of the school year another opportunity is provided when teachers come together to correct official Government examinations.

The Minister convenes ad hoc committees of citizens experienced in particular educational matters. These committees advise the Minister on specific problems and receive compensation for their services from the Ministry budget. The Secondary School Principals Association (for private schools) and the Syndicate [Union] of Teachers also make suggestions to the Ministry as do citizens groups, clubs, and professional groups. Their recommendations reach the Ministry through delegations or individual representatives sent to see the Minister and through letters, petitions, and reports.

Republic of Liberia

September 24, 1959

"THE LOVE OF LIBERTY brought us here" is emblazoned on the Great Seal of the Republic of Liberia. Never a colony of another Nation, the State started with recognition of the human rights and the individual dignity of its citizens as a fundamental tenet. Under March 2, 1807 law prohibiting further importation of Slaves into the United States of America after that year, the Government confiscated and freed human cargoes illegally brought to her shores.

The first of several philanthropic societies to help resettle these unrooted peoples was organized in Washington in 1816. With cooperation of the Government, it sponsored the schooner *Elizabeth,* transporting the initial group back to Africa in 1820. Joined by passengers from the schooner *Nautilus* in 1821, they settled the following January and with later settlements united in 1839 as the Commonwealth of Liberia under a Governor appointed by the Society. In turn, the Commonwealth became the sovereign Republic on July 26, 1847. English is the official language; some two dozen tribal dialects also are in use in the Nation.

The 1847 Constitution as amended, sets forth division of Government powers "into three distinct departments: Legislative, Executive, and Judicial; and no person belonging to one of these departments, shall exercise any of the powers belonging to either of the others. . . ." An elected House of Representatives and Senate form the Legislature. The House "shall have the sole power of impeachment" with "all impeachments" being tried by the Senate. "The Supreme Executive Power" is vested in an elected President. Among his duties are naming of officials, informing the Legislature "of the condition of the Republic," and recommending for adoption public measures "which he may think expedient." Judicial power rests with "one Supreme Court, and such subordinate Courts as the Legislature may from time to time establish." By 1907 amendment, Constitutional Article 5, Section 13 states: "The great object of forming these colonies being to provide a home for the dispersed and oppressed Children of Africa, and to regenerate and enlighten this benighted continent, none but Negroes, person or persons of Negro descent, shall be admitted to citizenship in this Republic."

Political divisions of the Nation include counties along the coast (Grand Cape Mount, Montserrado, Grand Bassa, Sinoe, and Maryland) and the Marshall, River Cess, Sass Town, and Kru Coast territories governed by Superintendents, and hinterland Provinces (Central, Eastern, and Western) governed by Commissioners. Provinces are divided into districts subdivided into chiefdoms with the Paramount Chief, elected by the tribal chiefs and elders of clans and towns, being commissioned by the President. Superintendents and Commissioners are appointed by the President with the advice and consent of the Senate.

Official Bodies Concerned With Education

The *Education Act* of January 26, 1900 made public education the function of the National Government. Under this Act private and public educational establishments were placed under the control and direct supervision of the head of the Bureau of Education. When this law initially was amended by the *General Education Act* of February 5, 1912, the Bureau became the Department of Public Instruction with a Secretary of Public Instruction —a Cabinet member reporting to the President of the Republic. Neither qualification for office nor length of term is specified in the law.

Constitutional Article 3, Section 1 vests in the President the power to nominate "and with the advice and consent of the Senate, appoint and commission . . . officers of State, civil and military, whose appointment may not be otherwise provided for by the Constitution or by standing laws." Under Section 5 of the same Article, those "whose term of office may not be otherwise limited by law, shall hold their offices during the pleasure of the President." Under Section 6, "Every civil officer may be removed from office by impeachment for official misconduct" and "may also be removed by the President upon the address of both branches of the Legislature, stating their particular reason for his removal." Before taking office, an officer appointed under the Constitution is required by Article 5, Section 7 to "take and subscribe a solemn oath or affirmation to support the Constitution" and "faithfully and impartially to discharge the duties of such office."

Organization

The Secretary of Public Instruction is assisted by 2 Under-Secretaries, an Assistant Secretary, 3 Inspectors of Foreign Missions, and junior officials. Subject to the approval of the Secretary, the staff perform functions implied in names of the following Divisions which are each headed by a Director:

Administrative
Boy Scouts
Elementary Education—with supervising teachers
Fundamental Education
Girls Guide
Guidance and Testing
Higher Education and Textbook Research
International Cooperation Assistance
Literacy
Physical Education and Health
Radio Communications Service
Scholarships
Secondary Education—with supervising teachers
Student Affairs—concerned with scholarship students, and UNESCO.

Representing the Secretary in each of the Counties and Provinces is a Supervisor of Schools (who was called Inspector of Schools and then Supervising Teacher until school year 1957–58 when additional Supervising Teachers were named to deal with the instructional aspects of the program). It is the duty of the Supervisor of Schools to assist school authorities, see that pertinent laws and regulations are followed, and inform the Secretary of the condition of education in the portion of the country with which he is concerned.

Authority, Responsibility, and Functions

Dating back to 1847, Constitutional Article 5, Section 15 states the following related to education: "The improvement of the native tribes and their advancement in the arts of agriculture and husbandry, being a cherished object of this government, it shall be the duty of the President to appoint in each county some discreet person whose duty it shall be to make regular and periodical tours through the country for the purpose of calling the attention of the natives to those wholesome branches of industry, and of instructing them in the same and the Legislature shall, as soon as may conveniently be done, make provisions for these purposes by the appropriation of money." The *Education Act* of 1900 as amended through the years, provides the legal basis for National control over education. The 1912 amendment specifies functions of the Secretary of Public Instruction. Among provisions are the following:

Section 4. The Secretary of Public Instruction shall have the oversight of and shall superintend the operation of all schools and educational institutions, corporate, or private, supported in whole or in part by the Government, and all public libraries or museums and the enforcement and observance of the laws relative to them severally.

Section 6. The Secretary of Public Instruction shall issue, and the several County Inspectors of schools shall obey, observe, and enforce all regulations, instructions, orders, and suggestions tending toward the efficient administration and oversight of the schools which necessity and experience may require.

Section 9. The Secretary of Public Instruction, shall see to it that no person shall be engaged in the profession of teaching within the Republic either in public schools or otherwise, unless duly licensed for this purpose by the Department of Public Instruction, provided however, that this provision shall not apply to corporate institutions of college or university grade. Licenses shall be granted only after examination of the party applying in case of public schools teachers, or upon the exhibition at the office of the Secretary of Public Instruction of a certificate of proficiency in the subjects generally taught in the public schools or a diploma from some recognized normal school, college or university, in the case of teachers employed by or in non-corporate institutions or schools not supported wholly or in part by the State. . . .

Section 10. The Secretary of Public Instruction shall prepare and enforce a general scheme of study for the primary, intermediate and advanced division of the public schools and the teachers employed by these schools shall conform to such regulations as he shall issue in relation thereto. The curriculum of all schools operating in the Republic shall conform to such course, and the books prescribed by the Department of Public Instruction only shall be used in the Republic, provided however, that each college or university beginning with the freshman year shall use its own option in the selection of text books for the collegiate course.

Among other provisions, the 1937 amendment set forth compulsory school attendance for children aged 6 to 16 years. Amendments in 1942 made various provisions of law applicable to private schools. In 1944, qualifications and salaries for teachers were raised and tuition fees were eliminated at elementary level. On March 10, 1958, an *Act* was approved "To Create Training Centers for Elementary School Teachers" offering "(1) refresher courses, (2) short intensive courses in special subjects, (3) practical training in workshops, (4) seminars and professional conferences and (5) the most important of all, the training of inservice teachers . . ." By its provisions, teachers with less than 6 years of education are to be eliminated. For operational purposes within the legal framework, the Department classifies schools according to system of financing:

Mission—financed by Foreign Mission Boards supplemented by subsides and run by foreign missionaries with assistance of Liberian teachers

Philanthropic—financed and operated under endowments
Private—Government-aided institutions maintained by private citizens
Public—financed and operated by the Government, and
Tribal—maintained by tribal authorities employing licensed Liberian teachers.

Specifically, the Department establishes, finances, and operates public kindergartens and elementary and secondary schools. It drafts the education budget for proposal by the President and action by the Legislature. Under annual appropriations acts, funds are provided to the Department for free elementary education and for subsidies to reduce cost of secondary and higher education to students so enrolled. It develops the standard curriculum with mission schools adding religious instruction—usually in a Protestant faith. It supervises schools, promotes and seeks to improve teacher training, and it licenses teachers. Public school teachers are appointed by the Secretary of Public Instruction on their own application or on the recommendation of a Supervisor of Schools or both. Promotions also come under the Secretary's jurisdiction. For teachers in other schools, nominations are submitted to the Secretary for approval and resulting licensing.

Responsibility rests with the Secretary for enforcement of law such as on compulsory education. In practice, the Department works on implementation of plans to meet existing and projected demands for educational opportunity through establishment and staffing of sufficient schools. It organizes rural workers to assist villagers in using their own land and services to build their schools. By use of radio, the Department supplements work of its literacy projects as a means of raising the educational level of its citizenry.

Pupil promotion is under immediate supervision of teachers who make their decision on the basis of examinations in each grade. Those finishing the 8th grade receive a certificate and those completing the 12th receive a high school diploma.

Elementary and secondary school textbooks are selected by the Department, primarily from among those published abroad with teachers using textbooks from among those on the recommended list. As it can, the Division of Higher Education and Textbook Research is producing literature locally and stimulating others to participate. For example, graduates of the Vacation School for Teachers were organized into research groups to implement the Creative Writing Project started in 1957. By this method a Social Studies Series was produced for grades 1 through 8 and put into use in school year 1959–60.

Prerequisite to admission in schools or employment on the staff is the Department's requirement that pupils and teachers have a

BEST COPY AVAILABLE

Photo by Audio Visual Center, Monrovia; courtesy, The Liberian Information Service, Republic of Liberia

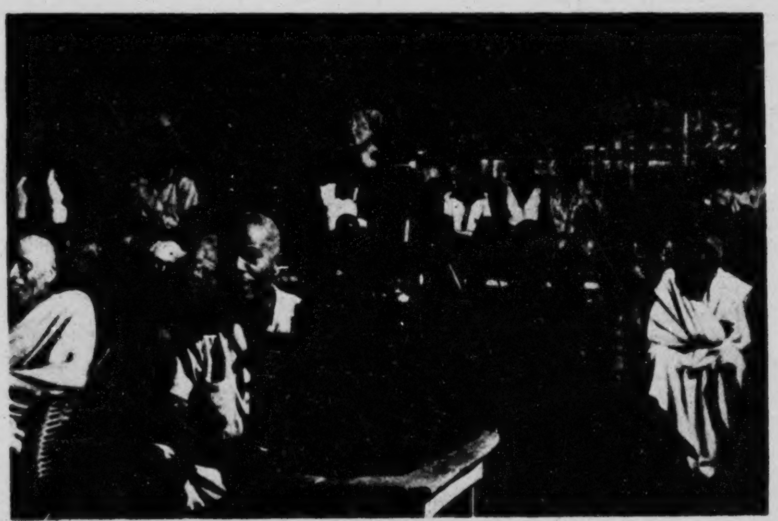


Photo by Griff Davis, United States Operations Mission, Monrovia; courtesy, -The Liberian Information Service, Republic of Liberia

The Department of Public Instruction of the Republic of Liberia uses radio, recordings, and traveling film units in its village literacy projects.

health certificate. Beginning with the January 18–31, 1958 seminar, the Department schedules annual 3-week seminars for teachers and prospective teachers of health care and physical education. In such programs, the Department has cooperation of the National Sports and Athletic Commission—an independent statutory body which came into being on January 1, 1954 to help increase efficiency in athletics and sports. The Department also works cooperatively with the National Public Health Service in a joint school health demonstration project.

The non-Government schools are controlled by the Department through standardization of elementary and secondary school curriculums, standards for payment of Government subsidies, and supervision to assist them and see that they comply with legal requirements and related policies and regulations of the Department. The Department's Director of Higher Education and Textbook Research coordinates activities and exercises general supervision over postsecondary education in certain of the Mission schools and serves as the liaison official between them and the Government. Through the Department, the Government maintains the coeducational University of Liberia (originally incorporated as the Liberia College by legislative *Act* of 1851) and offers scholarships to help students pursue higher studies there or abroad. In addition to operating public schools, the Department also operates a public library and museum.

The Division of Higher Education and Textbook Research has responsibility for research. This work relates to such matters as compilation of official reports, developing plans for financing and organization of institutions of higher learning, and production of local literature and textbooks.

In the international field, the Department assumes responsibility for observance of United Nations Day. It has an itinerant teacher who conducts courses about the United Nations and has the cooperation of the United Nations Information Center for West Africa which is located in Monrovia. The Liberian National Commission for UNESCO was established under legislative Act of February 15, 1951 with the Secretariat being in the Department. In addition to educational, scientific, and cultural representation, the Department of State is represented on the Commission. The Government sends Department personnel to international conferences such as the IBE/UNESCO International Conferences on Public Education and the UNESCO General Conferences.

Beginning under the JULEP agreement of August 14, 1950 authorizing a Joint UNESCO-Liberia Education Project, the Department began working with UNESCO on fundamental education, rural elementary education and school establishment, teacher training, technical education, science and mathematics projects, and related fellowships. In 1951 the Government and UNESCO opened the Fundamental Education Center at Klay near Monrovia to train fundamental education leaders and teachers. In February 1957, UNESCO turned its share in the Center over to the Government. With Executive approval on July 1, 1958, the Department began integration of community school, literacy, and training programs through the National Fundamental Education Center. Additional community centers are being established with related demonstration farms and schools.

The Department of Public Instruction is the Government agency working on the Cooperative Program in Education established under initial agreement of December 22, 1950 within the framework of the Joint Liberian-United States Commission for Economic Development. Educational projects relate to administrative, instructional, and supervisory services particularly in the fields of community education and teacher training, school facilities, and technical and vocational education. Demonstration schools (such as the Monrovia Demonstration Elementary School opened on December 5, 1954) and scholarship programs are included among the projects. The Department selects students to be sent to institutions of higher learning in European countries and the United States of America for study in priority fields (such as advanced teacher training, agriculture, economics, engineering, and medicine) and employs foreign teachers for service in the Republic.

Administration

Laws are published at the end of each legislative session *(Session Laws)*. Policies, rules, and regulations issued by the Department are sent to Supervisors of Schools who give them to school administrators. A professional publication *(The Teachers Journal)* was inaugurated in April 1958 to help keep teachers informed of happenings in their profession around the world. Press releases and the radio also are used. In addition, the Department holds periodic conferences with administrators and teachers as well as with Supervisors of Schools and Supervising Teachers.

Private citizens sometimes offer suggestions and recommendations to the Secretary. For recommendations, he relies particularly on ad hoc committees he appoints to help on particular problems. The Department also receives suggestions from the National Teachers Association of Liberia incorporated by law on March 10, 1958.

United Kingdom of Libya

(Al-Mamlaka Al-Libiyya Al-Muttahida)

**November 6, 1958*

IN ACCORDANCE with the *Treaty of Peace with Italy*, recommendations of the United Nations General Assembly were to be accepted on the disposition of former Italian colonies in Africa. To assist in achievement of independence, a United Nations Commissioner with a 10-member advisory Council (representing people of each of the 3 regions, minorities of Libya, the United Kingdom of Great Britain and Northern Ireland as administering power in Cyrenaica and Tripolitania, the French Republic as administering power in the Fezzan, and the Republic of Egypt, the Italian Republic, the Islamic Republic of Pakistan, and the United States of America) worked with the people to create the United Kingdom of Libya as a sovereign Nation on December 24, 1951.

With a hereditary monarchy, a two-Chamber Parliament consisting of a Senate and a House of Representatives (legislature), a Council of Ministers (executive cabinet), and a Judiciary, the Federal State consists of the Provinces of Cyrenaica, Tripolitania, and the Fezzan. Islam is the State religion and Arabic is the official language.

Official Bodies Concerned With Education

Federal responsibility for functions in the field of education is vested in the Ministry of Education (Wazaratu Al-Tarbiyati Wa Al-Taʿalīm) established on Independence Day in 1951. Each Province has its Organic Law consistent with the Federal Constitution, a Governor (Wali) appointed by the King (who may relieve him from office) to supervise implementation of the Constitution and Federal laws, an Executive Council under which there is a Nazirate (Provincial Ministry) of Education, a Legislative Council, and local tribunals. Provincial responsibility for education is centralized in Nazirates of Education except for education functions in connection with reform of the schools of the country which are a joint responsibility of Provincial Departments of Social Welfare and Nazirates of Education.

Under the Federal Constitution, which entered into force on Independence Day, the King is the supreme head of the State. He exercises his legislative power in conjunction with Parliament and promulgates laws when approved by Parliament in accordance with procedures prescribed by the Constitution. He exercises his executive power through his Ministers on whom such responsibility rests. The King appoints and may remove or accept the resignation of the Prime Minister. The King appoints other Ministers, removes them from office, or accepts their resignation at the proposal of the Prime Minister. The Council of Ministers consists of the Prime Minister and the Ministers the King deems fit to appoint at the proposal of the Prime Minister.

The Minister of Education (Al-Wazīr Al-Tarbiyati Wa Al-Taʻalīm), appointed by the King at the proposal of the Prime Minister, is responsible to the Prime Minister and to Parliament. He is required by the Constitution to be a Libyan who is not a member of the Royal Family. His term of office is indefinite. Under Article 89 of the Constitution, "In the event of the dismissal or resignation of the Prime Minister all the Ministers are considered thereby to have been dismissed or to have resigned." The Minister of Education, like other Ministers, may serve simultaneously as a Member of Parliament.

Organization

Groups and individuals in the Ministry of Education under the Minister include the:

Council of Education established under the *Education Law, 1952* (Law No. 5, September 22) and required to meet at least twice a year on the call of and to assist the Minister. It is composed of the Minister as Chairman, the Director General of Education as Vice-Chairman, the Nazirs (Provincial Ministers) of Education, two persons from each Province having knowledge of educational matters who are nominated by the Minister on recommendation of the Nazir in the particular Province, and any Libyan members the Minister may deem it desirable to appoint in addition in the interest of education. Assisting the Council of Education are representatives of the United Nations and the Libyan-American Technical Assistance Service.

Director General of Education as executive officer in charge of implementing the work of the Ministry, including direct supervision over collecting data and reporting on the educational system, the training and scholarship program, and the clerical and other personnel employed by the Ministry. Under the Director General are two Assistant Directors General, a Statistical Officer, a Training and Scholarship Officer, and a Secretariat.

Technical Adviser to administer activities involved in the Libyan-Egyptian Cultural Agreement, including control and supervision of Egyptian teachers provided under it, and to assist in development of curriculums and instructional materials.

Rector of the University of Libya who also is responsible for the development of various colleges and for administration of the program, including appointment of the personnel.

Director of Antiquities who is in charge of archaeological activities and museums.

Size and complexity of organization of the Nazirates of Education vary from the smallest in the Fezzan to the largest in Tripolitania. Normally, there is a Nazir, a Director and an Assistant Director of Education, an administrative staff (buildings, finance, personnel, stores, and the like), an Examination-Statistics Office, and various Controllers and Inspectors for public schools at different levels up to higher education and for private schools, subject matter fields, and libraries.

Boards of Management for general management of teacher training, technical, and trade schools in the Provinces consist of the Nazir of Education as Chairman; the Provincial Director of Education as Vice-Chairman; the Chief Inspector or his representative in the Province; the Director General of Education in the Federal Ministry of Education or his representative; representatives of the Nazirate of Finance, the UNESCO Mission in the Nation, and the Libyan-American Technical Assistance Service; and other members (Libyan) the Nazir of Education deems it desirable to appoint. Principals of schools may be invited to participate in deliberations.

Authority, Responsibility, and Functions

Article 28 of the Constitution specifies that " . . . The State shall ensure the diffusion of education by means of the establishment of public schools, and of private schools which it may permit to be established under its supervision, for Libyans and foreigners." According to Article 29 " . . . Public education shall be regulated by law." Under Articles 36 and 37, the Federal Government exercises "legislative and executive powers" in connection with those matters listed as Federal, including taxation "to meet the expenditure of the Federal Government, after consultation with the Provinces" and "Education in universities and other institutions of higher education and the determination of educational degrees." With agreement of any Province, the executive power concerning any matter within the competence of the Federal Government under the Constitution, may be delegated to the Province or to its officers, "provided the Federal Government will bear the expense of the execution."

To "ensure a co-ordinated and unified policy," Article 38 provides that the "legislative power" rests with the Federal Government and "the executive power in connection with the implementation of that legislation" rests "within the competence of the Provinces acting under the supervision of the Federal Government" on specified matters which include, among others, those relating to books, conditions for practicing scientific and technical professions, the general system of education, cultural institutions (antiquities and archaeological sites and museums, libraries, and the like) "declared by a Federal law to be of national importance," and matters not assigned to the Federal Government by the Constitution.

Under *Education Law, 1952* " . . . public schools shall be established and maintained by the Administration in each Province, in accordance with the means available to it, sufficient for the compulsory elementary education, and for the primary and secondary education, of all Libyan children in the Province. . . . So far as circumstances shall permit, schools and other institution shall also be established and maintained by the Provincial Administrations for the further education of Libyans up to the stage of university or other higher education." The law further provides that the Minister of Education "shall be the authority charged with the supervision throughout Libya of the system of education prescribed by this law."

It authorizes the Minister of Education to make regulations prescribing the syllabus and courses of instruction and minimum days and hours of attendance; educational standards to be reached; setting up of an authority to study and approve books to be used; examinations and issue of certificates of proficiency, including certificates for recognition by educational authorities abroad; qualifications to be required of teachers; and inspection of private schools and institutions and supervision of their syllabuses.

Under these authorities, the Ministry of Education controls and directs higher education and training of teachers and administrators for secondary schools. It exercises central jurisdiction over public or Government schools with respect to general policies, curriculums, instructional materials, and examinations. It also exercises control and supervision over private or non-Government schools to ensure that these schools (which are required to accept some Libyan students) meet minimum standards. In consultation with the Council of Education, it develops policies and procedures for execution by Nazirates of Education.

At levels below higher education, the Ministry and the Nazirates of Education jointly supervise and inspect schools and instruction, decide when and how courses shall be taught, make and enforce regulations regarding construction, finance school construction, and promote professional relations. The Ministry acts in an advisory capacity to Nazirates of Education concerning number, locations, and kinds of schools and funds to be used and how they are to be used.

For education below secondary level and for elementary and preparatory teacher training, the Ministry acts in an advisory capacity on when and how courses shall be taught and on regulations for training teachers and administrators. The Nazirates of Education select, appoint, promote, and dismiss teachers and other employees and fix their salaries; provide health examinations and child care; and purchase and distribute instructional materials. They have executive power to supervise and inspect schools and instruction, decide when and how courses shall be taught, make and enforce regulations regarding building construction, fix regulations for training of teachers and administrators, and finance school construction.

Other educational and cultural activities (libraries, museums, art galleries, theaters, and the like) are controlled under Federal legislation with Provinces implementing the law. Except for compilation and publication from time to time of data on numbers of schools, classes, pupils, teachers, buildings, pupils taking and passing examinations, and the like, the Ministry of Education is not engaged in research.

Under Constitutional authority vested in the Federal Government, it develops educational and cultural relations with other countries and handles matters relating to the concluding of cultural agreements with other countries, training and scholarships abroad for Libyans, and recruitment of teachers from abroad. It collects information and compiles reports for intergovernmental conferences related to education and designates representatives to attend such conferences. It is responsible for relations with UNESCO and other international and foreign organizations in the field of education.

Administration

Ministry policies, rules, regulations, and directions are promulgated by the Minister of Education and his Council of Education and brought to the attention of school administrators, teachers, and others concerned primarily through Nazirates of Education. Budgets for education originate in Nazirates, are submitted to the Executive Council of the Province and, when approved by the Executive Council, are sent to the Prime Minister who transmits them to the Ministry of Finance to be considered with budgets from various Nazirates of the Province. Expenditures incurred under *Education Law, 1952* are paid from Federal revenues if they are expenditures of the Council of Education and from Provincial revenues if they are expenditures by the Provincial Administrations or Boards of Management. Provincial revenues are supplemented as necessary by Federal grants in accordance with Article 174 of the Constitution. Once the budgets are approved and the moneys are allocated, Nazirates administer the funds.

Grand Duchy of Luxembourg

Grand-Duché de Luxembourg

*December 30, 1958

UNDER THE CONSTITUTION of 1868 as amended in 1919 and 1948, the Grand Duchy of Luxembourg has a hereditary Crown. The Grand Duchess, as Chief of State, participates in legislative power, has a part in judicial power, and exercises executive power in accordance with the Constitution and the laws. Carrying out affairs of the Nation are an elected unicameral Chamber of Deputies (legislature), Courts and Tribunals (judiciary), a Government with the Prime Minister as President and a Cabinet of Ministers of Government (executive), and a Council which is named by the Crown to give its opinion on questions referred by the Crown or the Government.

Official Bodies Concerned With Education

The Ministry of National Education (Ministère de l'Éducation Nationale) functioning—like other Ministries—under a Minister of Government, is the principal official body concerned with education. Certain specific educational functions come under jurisdiction of other Cabinet level Ministries—agricultural education under the Ministry of Agriculture, education of juvenile delinquents under the Ministry of Justice, preparation for a trade under the Ministry of Labor, and education of "backward children and orphans" under the Ministry of Social Welfare.

In the first Government formed after the 1848 revision of the Constitution of 1841, a Department of Public Instruction was created on August 1, 1848 with a General Administrator as head until 1857 when titles of members of Government were changed and he became General Director. In a change on March 24, 1936, the Department became the Ministry of National Education under a Minister of Government.

Ministries are established under authority of Article 76 of the Constitution. The Crown "regulates the organization of . . . government, which is composed of at least three members." The Minister responsible for the Education portfolio—like other Cabinet Ministers—is appointed by the Crown traditionally acting on recommendation of the Prime Minister appointed by the Crown. After the Cabinet is appointed, it requires majority approval by the Chamber of Deputies. When a Minister resigns individually from the same Cabinet, his successor is appointed in like fashion except that appointment does not require approval by the Chamber of Deputies.

Term of office is indefinite. Under Articles 77 and 82 of the Constitution, the Crown "dismisses" and "The Chamber has the right to accuse the members of the government." Normally, the Minister's term extends until he chooses to resign provided he has the Confidence of the Prime Minister and the Chamber of Deputies and the Government retains confidence of the Chamber of Deputies.

Like others, the Minister of National Education (Ministre de l'Éducation Nationale) usually holds more than one portfolio. For example, he also held the Health portfolio at one time, Home Affairs at another, and Social Welfare at another. At still another, he held the portfolios of Education, Home Affairs, and Population and the Family. There are no professional qualifications spelled out in law for Ministerial offices.

Under Articles 51 and 78, "The Grand Duchy of Luxembourg is placed under the system of parliamentary democracy" and "members of the government are responsible." A Minister is responsible individually and shares in collective Government responsibility to the executive and legislative powers. Under Articles 64 and 80, the Chamber of Deputies "has the right of inquiry" and "members of the government . . . have the right of admission to the chamber and must be heard when they so demand." The Chamber of Deputies "may demand their presence." Under Article 79, "there is no intermediate authority" between members of the Government and the Sovereign. In practice, as a member of the Cabinet, the Minister of National Education is responsible to the Prime Minister as well as the Crown. Under Articles 54 and 93, his service as a member of the Government precludes service with the legislative and judicial powers.

Organization

The major organizational units of the Ministry of National Education include:

Arts and Sciences—with jurisdiction over Archives of the Government, the Government and National Libraries, and State Museums, as well as over promotion of arts and sciences

National Education—dealing with education at the various levels (nursery schools and primary, technical, secondary, and higher education) and cultural relations with other countries

Population and Family—dealing with educational and other questions relating to the family, and

Religious Affairs.

Authority, Responsibility, and Functions

Under Article 23 of the Constitution, responsibility for education is centralized:

> The State provides . . . primary education . . .
>
> It creates establishments of secondary education and the necessary courses of superior instruction. It also establishes free professional courses.
>
> The law determines the means for supporting public instruction, as well as the conditions of surveillance by the Government and the communes; it regulates, moreover, all that relates to education, and it establishes a fund for those exceptionally gifted.
>
> Every Luxembourger is free to pursue his studies in the Grand Duchy or abroad and to attend the universities of his choice, subject to the provisions of law on conditions of admission to employment or the practice of certain professions.

Separate implementing laws on various levels of education and various facets of the program—such as *Law No. 61* of August 10, 1912 concerning the *Organization of Primary Education*, the *Law* of February 6, 1849 concerning the *Organization of Secondary Education* and the *Law* of August 5, 1939 relating to diplomas and degrees (*Collation des Grades*)—give "authorities in charge of superintending public instruction" power to exercise jurisdiction over public and private schools.

Specifically, the Ministry of National Education authorizes establishment or abolition of schools; exercises control over monies for educational purposes at the National level and supervises use of monies provided at the local level; establishes uniform courses and curriculums; organizes examinations; inspects schools, except for "a very small number" of private commercial schools, for conformance with law, policy, and regulations; issues teaching patterns and principles; regulates teacher training; issues teachers' certificates; nominates teachers for State schools (secondary, teacher training, and professional) to the Crown for appointment; has approving authority over appointment of elementary teachers made by local authorities; encourages professional and cultural activities of members of unions of teachers and professors by financing their studies abroad or the professional and cultural publications of such persons; supervises construction, equipment, and maintenance of schools; issues regulations concerning school sanitation; finances in whole or in part construction of new school buildings; cooperates with the Ministry of Health and local authorities in provision of health examinations and general physical care of pupils; grants diplomas; and controls the preparation and publishing of textbooks used in public and private elementary schools and chooses domestic (particularly anthologies, grammars, and histories) and foreign texts for education above the primary level.

Ministry control over private schools is authorized by basic laws governing organization of primary and secondary schools. Under Article 86 of *Law No. 61* of August 10, 1912:

> Private elementary schools are subject to inspection by authorities in charge of supervising public instruction. . . .
>
> Only such textbooks are to be used in the private schools as are approved by the authority in charge of regulating religious or lay instruction, in conformance with the law.

Amended *Law* of February 6, 1849 stipulates: ". . . secondary and higher schools, receiving no financial aid from the state . . . are supervised by the higher public authority, which is authorized to have its officials inspect them."

The Nation has no university of its own; higher studies are pursued in foreign institutions. Article 5 of the *Law* of August 5, 1939 states: "Diplomas and degrees obtained abroad confer no right in the Grand Duchy. . . . " Under this law, and in conformance with Article 23 of the Constitution, most of those studying at foreign institutions of higher learning (except those in the fields of architecture and engineering) are required to pass examinations given in the Grand Duchy of Luxembourg to earn a degree and practice a profession there. Examinations are conducted by Boards of Examiners appointed by the Crown on recommendation of the Minister.

At the two Grammar Schools for Boys in the City of Luxembourg, the first year of university study is offered preparing students for the first examination leading to acquiring of degrees in dentistry, law, medicine, natural science, pharmacy, philosophy and arts (letters), physics and mathematics, and veterinary medicine.

The Ministry of National Education operates the National Library and the National Museum while the Luxembourg Theater is operated by the City of Luxembourg with a subsidy granted by the Ministry. Research Institutes come under auspices of the Ministry and receive financial aid from it.

Cultural relations with foreign countries—bilateral and multilateral—come within the province of the Ministry of National Education which organizes activities in cooperation with the Ministry of Foreign Affairs. By *Grand Ducal Decree* of July 22, 1949, a National Commission for Cooperation with UNESCO was established and placed under the Minister of National Education for purposes of cooperation and liaison with UNESCO and for informing the public about UNESCO.

Administration

Regulations and directives of the Ministry are brought to the attention of administrators, teachers, and others concerned either through elementary school inspectors and headmasters of secondary, teacher training, and professional schools or through publication in the official *Bulletin of National Education (Courrier de l'Éducation Nationale)*.

Suggestions and recommendations pertaining to planning, developing, and financing education are made to the Ministry in a variety of ways:

1. The Instruction Commission makes investigations and advises the Ministry concerning elementary education.
2. Reports and suggestions are made by the Principal Inspector, other inspectors, local education commissions, and teachers.
3. Professional groups such as The Teachers Union and The General Federation of Teachers take part in educational developments through their publications.
4. Headmasters hold teachers conferences on questions concerning secondary and professional education, including teacher training.
5. Members of the teaching profession may submit proposals individually or through their Headmasters to the Ministry.
6. The Association of Professors of Secondary and Higher Education draws attention to educational problems of the day in its publication *(Journal des Professeurs de l'Enseignement Supérieur et Secondaire)*.

United Mexican States

Estados Unidos Mexicanos

**October 22, 1958* [1]

THE UNITED MEXICAN STATES is a Federal republic whose Congress has authority under the Constitution of 1917, to provide for education throughout the Nation and to divide the educative function among the Federal Government, the States, and the municipalities.

Official Bodies Concerned With Education

The Government agency principally responsible for Federal education functions is the Ministry of Public Education (Secretaría de Educación Pública). Several other Ministries have jurisdiction over certain specialized types of education such as the Ministry of Agriculture and Livestock over higher schools of agriculture, the Ministry of National Defense over military schools and the National military and naval academies, and the Ministry of Health and Welfare over preprimary education except kindergartens.

The Ministry of Public Education dates its existence as a separate agency from 1905 when the Ministry of Public Instruction and Fine Arts was created for education and related matters. Previously it had been a part of the Ministry of Justice and Public Instruction. Constitutional basis for the Ministry is Article 90 (which provides that the number and functions of Ministries shall be established by law) together with other provisions which give the Federal Government authority to direct and control education. The title of Ministry of Public Education was assumed under *Decree* of September 29, 1921 providing for reorganization. Implementing authorization is the 1942 *Federal Organic Law of Public Education* as amended.

---

[1] Among experiments in this Nation in the interest of equalizing educational opportunity are some with mobile school units initiated in its State of Mexico in October 1959. They travel on highways, "all-weather roads," and hilly paths.

The "R" in "CARE" stands for *Relief* rather than *Remittances* since May 1959 when that organization changed its name. (*See* p. 441.)

Like other Ministers, the Minister of Public Education (C. Secretario de Educación Pública with the "C" standing for "Ciudadano" or Citizen) is appointed by the President and is responsible to him. Except for the provision that a Minister may be impeached and removed from office by Congressional action in the event Congress finds him guilty of crimes and offenses during his incumbency, the Minister holds office, at the discretion of the President, without fixed term.

Constitutional requirements for being a Minister are that the individual be a Mexican citizen by birth, in full exercise of his rights, and at least 30 years of age. He must resign at least 90 days prior to an election if he wishes to run for Congress. Though a member of the Executive Branch of Government and primarily responsible to the President, he is required by the Constitution to give a report to the Congress at the beginning of each session and he may be summoned by either House of Congress for information.

Organization

The Ministry is organized under the Minister, the Deputy Minister, and the Chief Administrative Officer, into administrative, operational, and functional units. The substantive areas for which each is responsible are indicated by their names. There is an Office of the Director General for each of the following:

Administration
Preschool Education
Primary Education in the Federal District
Secondary Education
Indian Affairs
Higher Education and Scientific Research
Social Action
Juridical Affairs and Revalidation
School Hygiene and Medical Services
Professions
Elementary Education in States and Territories
Boarding Schools for Primary Education
Normal Instruction
Agricultural Instruction
Literacy and Extra-School Education, and
Physical Education.

There are Departments of Audio-visual Education, Building Maintenance, Libraries, and Special Instruction. Institutes include the Federal Institute of Education for Teachers in Service, the National Institute of Anthropology and History, the National Institute of Fine Arts, the National Polytechnic Institute (made up of eight professional schools), and the National Youth Institute. In addition, there are an Administrative Committee of the Federal School Building Program, a Commission for the Review and Selection of Textbooks and Reference Books, and a National Commission for Promotions.

Authority, Responsibility, and Functions

The Federal Government is responsible for technical direction of schools including matters pertaining to objectives, programs of study, methods of instruction, examinations, and the like. It also is responsible for education in the Federal District (Mexico City area) and the contiguous non-self-governing Territories of Quintana Ruo and Southern Lower California. States may legislate in educational matters within the framework of Federal regulations and may administer their own schools unless they concede administrative control to the Federal Government.

From the point of view of Federal-State responsibilities, public schools in the United Mexican States are: (1) Federal schools financed, constructed, and administered by the Federal Government; (2) Federalized (State) schools which, by Federal-State agreements, are supported jointly by the Federal Government and the particular State, with administrative responsibility being divided; and (3) State and municipal schools supported and administered by the States and municipalities within the framework of Federally established regulations for technical direction.

In each State capital there is a Federal Director of Education to administer Federal education functions in the State and coordinate Federal action with that of State and local authorities. He is a member of the Mixed Commission on Education in the State which also includes a representative from the Executive Branch of the State Government and one from the municipalities. These Mixed Commissions on Education are advisory-consultative bodies with power to make recommendations on the proportion of Federal, State, and local financial contributions for education in each State and on coordinated action in a variety of school administrative matters. Federal Inspectors assist the Federal Directors of Education.

The Ministry of Public Education exercises varying degrees of formal jurisdiction and control over public and private schools except autonomous universities and those schools under the jurisdiction of other Ministries. With respect to Federal, Federalized, and State schools, the Ministry exercises general authority accorded the Federal Government for technical direction.

Specific functions of the Ministry with respect to Federal and Federalized schools under its jurisdiction include those to: (1) Decide numbers, locations, and kinds of schools; (2) finance school construction; (3) make and enforce regulations regarding school building construction and operation; (4) determine allocation of available funds; (5) select, appoint, assign, promote, and dismiss school personnel, and fix their salaries; (6) make and enforce school attendance regulations; (7) provide jointly with the Ministry of Health and Welfare for health care of school children; and (8) select textbooks for purchase by pupils or, in some cases, for free distribution by schools. For Federal schools only, the Ministry determines pupil promotions, grants diplomas of graduation, and confers degrees.

The Ministry exercises control over private schools by: (1) Requiring that they obtain its authorization to operate which, in turn, gives such schools the status of being "incorporated" into the National educational system, and (2) requiring that they follow the National educational pattern of study with inspection by the Ministry. Article 37 of the *Federal Organic Law of Public Education* prohibits religious intervention "in any form in primary, secondary, or normal schools."

Through its Office of the Director General of Higher Education and Scientific Research, the Ministry administers 13 Federal Preparatory Schools and supervises a variety of incorporated institutes, academies, and schools at the preparatory level. (Preparatory education is either a 2-year prehigher education program based on 6 years of primary and 3 years of secondary schooling or a 5-year program following primary schooling.) Other preparatory schools are "incorporated" with (annexed to) the National Autonomous University of Mexico or with State universities, and follow prescribed programs of studies and regulations such as those of the National Preparatory School which is administered by the National University.

At higher education level, the Ministry directly controls and operates the National Polytechnic Institute, the Higher Normal School for training secondary school teachers, and the National School of Anthropology and History. It has no direct administrative control over universities which, under Article 2 of the *Federal Organic Law of Public Education* and other applicable Federal or State laws, are independent in their internal administration. The Ministry is the channel through which the Federal Government makes its financial contributions to the universities. University degrees and titles require official recognition from the Ministry to be valid.

Other schools operated directly as integral parts of the Ministry include the National School of Librarians and Archivists, special normal schools for teachers in service who do not hold degrees, the Normal School of Specialization and its annexed Medical Pedagogical Institute for training and research problems of "abnormal children" and, through its Institute of Fine Arts, the schools in painting, sculpture, music, dancing, the theater, and plastic arts.

The Ministry conducts the National Campaign Against Illiteracy and the community and fundamental education program carried on through Cultural Missions. Separate educational activities for Indians also are its responsibility. Through its National Youth Institute, it sponsors a variety of youth center activities including vocational and self-improvement training. The Ministry carries on various types of adult education, community center, and social welfare activities, particularly through Centers of Educational Social Action. The promotion of physical education and National and international athletic meets and events is the Ministry's responsibility.

The Ministry conducts research in educational and other cultural and scholarly fields falling under its jurisdiction. It operates the Federal Public Library system, the National Pedagogical Museum, the National Astrophysical Observatory, the Historical Library and Archives, and the National Museums of Anthropology, History, and Religious Art. In branches of the fine arts, its National Institute of Fine Arts produces performances and exhibitions throughout the country.

Through its Office of Intellectual Cooperation in the Office of the Director General of Higher Education and Scientific Research, the Ministry is responsible for various aspects of the Nation's international educational and cultural relations. It maintains liaison with intergovernmental organizations such as UNESCO (including the Regional Fundamental Education Center for Latin America known by its initials in Spanish as CREFAL) and the OAS, as well as with foreign embassies in the Nation in handling details of student, teacher, cultural, and publications exchanges. It also maintains liaison with the Cooperative for American Remittances to Everywhere, Incorporated (CARE).

Administration

Through established administrative channels, the Ministry's policies, rules, regulations, and directives are brought to the attention of those responsible for carrying them out. For the Federal District, instructions flow from the Ministry to "zone" inspectors of schools in the District and thence to principals of schools. Outside the Federal District, instructions pertaining to primary schools go from the Ministry to its Federal Director of Education in each State capital, and thence through Federal School Inspectors under his direction, to school principals. Inspectors of schools other than primary schools receive instructions directly from and report to the pertinent subdivisions of the Ministry.

The principal groups outside the Ministry which make suggestions and recommendations on educational matters are organizations of parents and teachers. The *Federal Organic Law of Public Education* provides for Parents Associations in each school. These Associations have obligatory membership. From these associations are formed Municipal Associations which unite into State Associations and the latter, in turn, are organized into the National Confederation of Parents Associations. The associations have the right to make suggestions and to present grievances to the appropriate level of school administration. They are specifically enjoined from intervening in school administration. Professional associations in education and teachers unions also make their views on education and school administration known to the Ministry.

Article 119 of the *Federal Organic Law of Public Education* provides for a National Technical Council on Education attached to the Ministry to study and advise the Ministry and the States on matters pertaining to educational programs, methods, curriculums, evaluation, and the like. The Council is composed of technical specialists from the Ministry, the States, the universities, and cultural and scholarly organizations.

Kingdom of Nepal

नेपाल राज्य

(Nepál Rajya)

February 19, 1959[1]

THE KINGDOM OF NEPAL, unified under the Ghurkas in the 18th Century (circa 1769) was ruled from 1846 to February 18, 1951 by the hereditary line of Ráná family Prime Ministers. On the latter date, the Government was transferred to the King who issued a proclamation (1) expressing his desire and intent that the people be governed by a democratic constitution to be framed by a Constituent Assembly elected by the people and (2) appointing a Council of Ministers to "aid and advise him in the exercise of his functions" pending the framing of such a constitution.

On advice of his Council of Ministers, the King ordained and proclaimed the *Interim Government of Nepal Act* [*April 10*] *1951*. Under its Article 29, ordinances might be promulgated (and withdrawn) by the King on advice of his Council of Ministers. Ordinances not withdrawn would have the force of law until "the expiration of 3 months from the assembly of a validly constituted legislative body in accordance with the provisions of the Constitution to be framed hereafter." Each interim Government since 1951 was charged with responsibility for moving further in the direction of democracy, with resulting fluidity in organizational and administrative patterns in the various Ministries pending adoption of the Constitution to take the place of interim measures.

---

[1] A Government of Nepal official advised on April 8, 1960 of actions after date of this National section including (1) promulgation of a Constitution by the King; (2) general elections for a two-house parliament vested with authority (including that on which the *School Code* is based) subject to the King's veto; (3) nomination of Ministers by the majority party from party members in parliament with confirmation by the King; (4) the Minister of Education reporting to the Prime Minister and serving at the pleasure of party leadership subject to party retention of parliament's confidence and general elections at least every 5 years; (5) budgetary organization recognizing operational activities and developmental work with the latter under a Planning Board exercising administrative and advisory functions in education; (6) names of Deputy and Assistant Secretaries being changed to Under Secretaries and Section Officers respectively; (7) personnel appointments and selections other than for Cabinet members being made through the Public Service Commission; (8) Government expression of desire to accelerate National Education Planning Commission goals including attainment of universal primary education in 10 rather than 25 years; and (9) a May 29, 1959 *Act* creating Tribhuvan University with higher education authority in the hands of a University Commission for a 2-year interim period pending transfer to a University Senate.

On December 15, 1960, the King suspended portions of the Constitution dealing with representative government, dismissed the Cabinet, and dissolved parliament. He appointed a Council of Ministers with members individually responsible to him.

A plan announced July 16, 1961, calls for initiation of representative democracy based on elected village councils or *panchayats*. The Minister of National Guidance, also holding the Education portfolio, is charged with implementation including organization of the people into various types of groups—for farmers, students, women, youth, and the like.

Official Bodies Concerned With Education

From 1858 to 1951, the Director of Education, like other civil servants, was selected and appointed by the hereditary Prime Minister. The first Council of Ministers appointed by the King (Tribhuvan) as a result of his February 18, 1951 proclamation, included a portfolio for Education. The Ministry of Education (Shikshā Mantrālaya) was established on February 19, 1951 under the direction of the Minister of Education (Shikshā Mantrī) His Majesty's Government, Nepal. With recognition of education as "the keystone of democracy," the Government established a Board of Education in 1952 to supervise and expand existing educational facilities.

The Board suggested establishment by the Government of a National Education Planning Commission which began operations on March 22, 1954 under chairmanship of the Director of Archeology and Chairman of the Board of Education. This Commission made a survey of the status of education in the country and laid out a 25- to 50-year tentative scheme for universal free education in the Nation. Urgency of some problems was such that it made preliminary recommendations before completing its report and the Minister of Education took immediate steps to implement them.

The Commission's 259-page Report entitled *Education in Nepal* was submitted to the Minister of Education on March 1, 1955 and published in 1956 by the Bureau of Publications of the College of Education in Kathmandu. It discusses the Survey, the National Plan for Education for Nepal, Conclusions (summary and recommendations) and Educational Progress (action taken on preliminary recommendations, status, and future plans). The Report served as the basis for drafting in July-August 1956 of the *Five-Year Plan for Education* enacted as the official guide for the Government in immediate development of education. The Report also is a longer-range planning document for later developments.

Various other bodies concern themselves with specific aspects of education. Their Majesties the Queen Mothers appointed a University Commission on March 31, 1956 to work out plans for a comprehensive National University of Nepal. In addition, various Ministries, including the Ministry of Education, offer special training programs from time to time. For example, the Ministry of Agriculture has trained for village development work; Commerce and Industry, for cottage industries; Defense, for the military; Education, for junior public service; Forestry, for forest ranging; Health, for compounding, home science, public health assistant, and nurse aide work; Home, for the police; and Public Works, for sub-overseeing (engineering) and surveying. In some cases a foreign Government or a multilateral agency or both provide technical assistance at the request of the Government.

Changes in the Council of Ministers since initial appointment in 1951 have been made by the King usually on the basis of nomination by political parties. Normally, assignment to specific portfolios is made by the Prime Minister in consultation with other Ministers and with approval of the Monarch. The Minister of Education appointed on May 16, 1958 was nominated by his political party on invitation of the King who assigned him to the Education portfolio.

His term of office is at His Majesty's pleasure and usually runs concurrently with tenure of the Cabinet as a whole. He may be removed from office only by the King. There are no legal qualifications specified for his appointment other than the provision initially stated in Article 15 (1) of the 1951 *Act* that "There shall be equality of opportunity for all citizens in matters relating to employment or appointment to any office under the State." Normally, the Minister of Education is responsible to the Cabinet, the Prime Minister, and the King who jointly exercise interim legislative and executive functions of the Government. His immediate superior offcer is the Prime Minister.

When there is no Prime Minister, each Minister is responsible to and may report directly to the King. Number of Ministers and grouping of portfolios varies from time to time. Each Ministry has its own entity and staff while the Minister may carry several portfolios. For example, the Minister of Education appointed on June 16, 1953 also held the portfolios for Health and for Public Works and Communications; the one appointed on February 18, 1954 the Foreign Affairs portfolio; and the one appointed on May 16, 1958 the portfolios for Health, Industry and Commerce, Local Self-Government, and Law and Parliamentary Affairs. Occasionally the Minister of Education is asked to serve ex officio on commissions and similar short-term bodies.

Organization

Advising the Minister of Education is a Director for Development Plans who coordinates foreign aid such as from the British Council, Colombo Plan, Indian Aid Mission, UNESCO, and the United States Operations Mission. Directly under the Minister is the Chief Secretary. Reporting to the latter are 2 Deputy Secretaries (each with an Assistant Secretary), a Director of Archaeology (in charge of the Museum and "old and historical" monuments) and a Director of Public Instruction. The latter, who heads the Education Department, has two Assistant Directors of Education. One has responsibility for public schools using English as the teaching medium, colleges except Sanskrit College in Kathmandu, technical education, libraries, and the zoo. The other has responsibility for Sanskrit schools, Sanskrit College, and public schools using Nepali as the teaching medium. Also under the Director of Public Instruction, there is an Inspectorate with a group of inspectors and subinspectors.

Authority, Responsibility, and Functions

Under general authority stemming from His Majesty the King with advice of the Cabinet and specific authority outlined in the *School Code*, the Ministry of Education is the highest organ in the field of education. It lays out policy and has authority to implement it. For appointments to Ministry posts deemed most important, the Minister either consults with the Public Service Commission reporting to the King or makes recommendations to the King.

The National Government rather than district governments and village councils (panchayats) exercises administrative control over and finances local schools. It encourages some local support for education through "permissive acts" authorizing local revenue collecting agencies to withhold some funds for "development purposes." Schools at the various educational levels from primary through college are: (1) Government—established and supported by the Government, (2) Government-aided—privately established and receiving Government grants for partial support, and (3) private. Government schools have headmasters (schools) or principals (colleges) under Government administration. The others have managing committees which usually are self-perpetuating in character.

Specifically, the Ministry may decide on number, location, and kinds of schools and other educational institutions which receive total or partial support from the Government. It establishes its budget and determines activities to which funds are to be allocated.

The Ministry exercises authority over what is taught in primary and secondary schools through such means as its representation on the Examination Board (for curriculum control, examinations, and the granting of diplomas), withholding of Government aid, supervision by inspectors, and issuance of decrees (such as the Notification published in the *Nepal Gazette* on February 10, 1958 concerning Nepali as the medium of instruction for the schools). The Director of Public Instruction in the Ministry publishes the *Syllabus of the Examination Board*—a list of papers on which a candidate is to be examined together with required reading book lists, sample questions, outlines of fields to be mastered, and related materials. Inspection is compulsory for Government schools.

For these Government schools, the Ministry selects, appoints, promotes, assigns, and dismisses teachers and other school employees and fixes their salaries. It has set 1980 as its target date for compulsory primary education and is seeking to establish sufficient educational facilities to achieve the goal earlier. While building construction regulations have not been established, the Ministry has built several schools as models for others. The Ministry finances construction of Government schools and colleges. A few have student health examinations and some health services provided by the Ministry.

Through the Textbook Commission on which the Ministry is represented, books are prepared, selected, published, and recommended. Normally the Ministry does not provide textbooks to schools. The Bureau of Publications of the College of Education is experimenting with developing and printing of primary school textbooks.

The Ministry usually exercises nominal control over private schools pending requests for advisory assistance or financial aid. Private schools seek to conform to Government patterns as a basis for requesting grants; Government-aided schools conform as a basis for continuance of grants. Once grants are made, Government-aided schools have relative freedom in spending them. The Ministry makes recommendations on salaries for teachers in Government-aided schools and can withhold grants when recommendations are not carried out. It makes some construction grants to Govern-

BEST COPY AVAILABLE

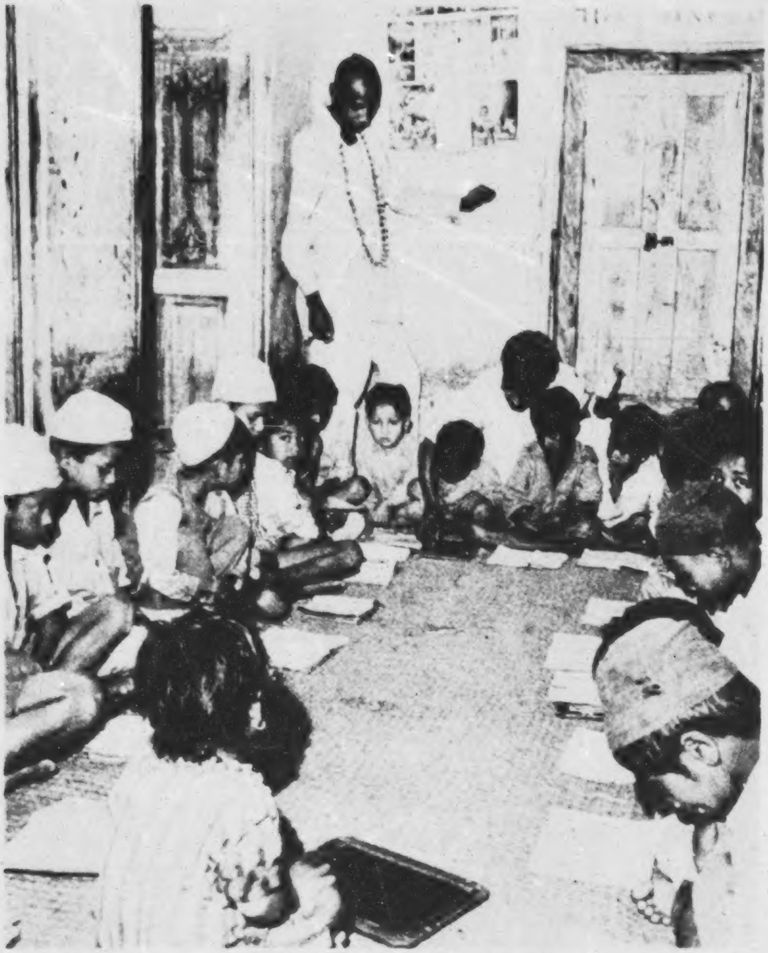


Photo by United States Operations Mission, Katmandu; courtesy, Government of the Kingdom of Nepal

Existing classes, school construction, and adult literacy training are among Ministry of Education means for helping to achieve the National Education Planning Commission's target date for compulsory universal primary education in the Kingdom of Nepal.

BEST COPY AVAILABLE

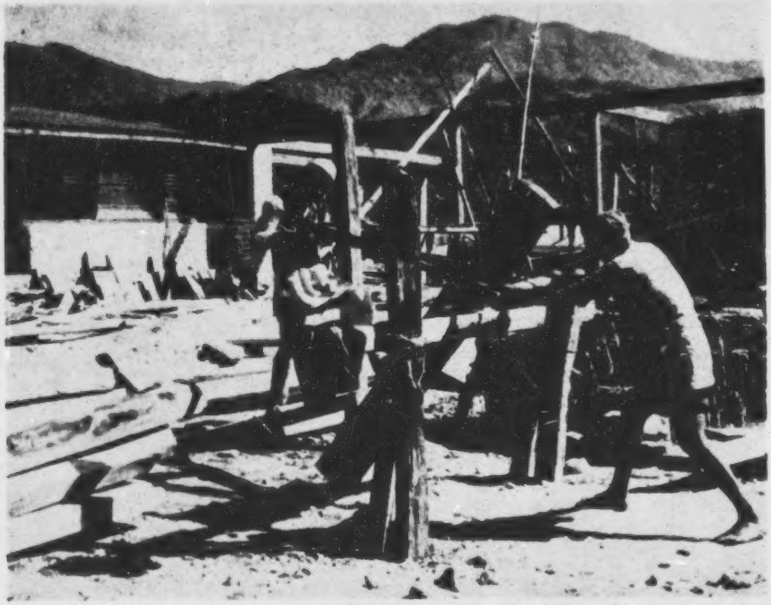


Photo by United States Operations Mission, Katmandu; courtesy,
Government of the Kingdom of Nepal

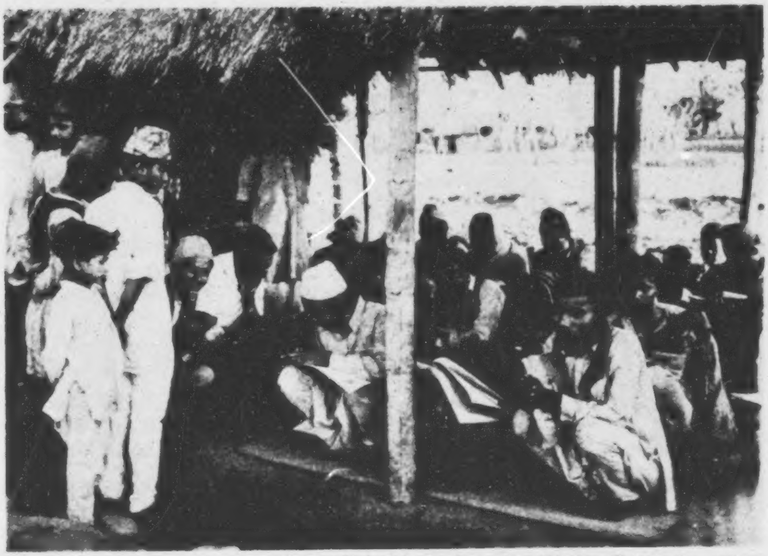


Photo by United States Operations Mission, Katmandu; courtesy,
Government of the Kingdom of Nepal

ment-aided schools. Ministry inspection is compulsory for Government-aided schools and optional for private schools. A few missionary and basic education schools function under non-Ministry curriculum control such as the Cambridge Examination and the Ghandian Memorial Trust Fund plan.

Institutions of higher learning come under general supervision of the Director of Public Instruction with Government colleges being directly under his control, Government-aided colleges under managing committtees responsible to him for continuance of grants, and private colleges complying with his suggestions when seeking grants. The College of Education (formally established by *Resolution* on September 9, 1956 under the Ministry of Education pending establishment of the National University of Nepal of which it is scheduled to become a part) is controlled by a Committee on Higher Education responsible to the Education Projects Manager of His Majesty's Government who also is the Director of Public Instruction.

The Ministry approves curriculums of the College of Education (including the subcollegiate level Normal School Division program), gives preferential treatment to persons trained there, and confers degrees on completion of the college program. The Bureau of Publications in the College of Education performs a college textbook function similar to that performed by the Textbook Commission at the primary and secondary levels.

Except for Sanskrit College (Government) where the curriculum is controlled by Queen's College, Benares, India, and the College of Education, the other colleges are affiliated with Patna University, Bihar Province, India. As an interim measure prior to establishment of the University, curriculum control in these other colleges (4 more Government, 6 Government-aided, and 4 private—with 40 to 400 students except in the Government's Tri-Chandra College in Kathmandu where there are more than 1,000 students) is exercised by the Examination Board of Patna University.

Part of the plan for the National University has been implemented—a charter drafted, site acquired, blue prints and building models made, additional equipment purchased to improve facilities of existing colleges scheduled to become part of the University, additional books purchased for the professional library at the College of Education and the centralized general library, some additional professors employed, a centralized Audio-Visual Aids Service established, and various steps taken to help in coordination and unification of colleges when the University is completed.

In addition to Ministry operation of Government schools and colleges, the Ministry operates the Bir Manuscript Library, the National Library, the National Museum, and the Zoo.

The Bureau of Research of the College of Education (rather than the Ministry itself) conducts research in such fields as study habits and attitudes, tests, trained teacher follow-up, and educational fact-finding.

The Ministry has responsibility for international educational and cultural relations and has a National Commission for UNESCO. It sponsors activities in the Nation of such international organizations as UNESCO, World Confederation of Organizations of the Teaching Profession, and Scouts, as well as national organizations such as a Cultural Academy, Cutural and Literary Associations, a Sports Association, and the like.

Administration

As policies, rules, regulations, and orders are promulgated, they become part of the *School Code* (revised periodically) and/or are published in the official organ of the Government—the *Nepal Gazette.* Information is transmitted directly to college principals and to inspectors and subinspectors (for headmasters of schools).

Suggestions and recommendations for educational development come to the Ministry from such sources as the National Education Planning Commission (which solicited advisory assistance from over 3,000 citizens from the various walks of life), the Planning Commission on the *Five-Year Plan,* and educational specialists invited to the Kingdom of Nepal under foreign aid programs.

Kingdom of the Netherlands

Koninkrijk der Nederlanden

July 9, 1959

BY TERMS OF ITS 1815 CONSTITUTION as amended, executive power in the Kingdom of the Netherlands is vested in [illegible] Crown. Her Majesty the Queen appoints an advisory Council [illegible] State to consider matters proposed by the Crown to the legislative body or by the latter to the Crown and "all general measures of administration." Ministers head the Departments with "responsibility regulated by law." (In practice, they form the Council of Ministers or Cabinet.)

Legislative power at the Kingdom level is "exercised jointly" by the Crown and the States-General, with the latter forming the Parliament. Members of the First Chamber of the States-General are "chosen by members of the provincial states" for a 6-year term. Those of the Second Chamber are "chosen directly by the citizens" for a 4-year term. Judicial power, administered in the name of the Sovereign, is "exercised solely by judges designated by law" and appointed by the Crown.

In each Provincial State, the Crown appoints "a commissioner" entrusted with execution of Her Majesty's commands and "with the supervision of the actions of the states." The elected bodies of the Provincial States "make the ordinances which they consider necessary in the provincial interests" subject to approval by the Sovereign. The "regulation and administration of domestic affairs of the municipality" are vested in an elected Council headed by a Burgomaster appointed and dismissed by the Crown.

Official Bodies Concerned With Education

The Ministry of Education, Arts and Sciences (Ministerie van Onderwijs, Kunsten en Wetenschappen) headed by a Cabinet Minister, has the primary concern for education at the Kingdom level. An independent Educational Council, with members appointed by the Sovereign for 3-year terms, advises on general educational problems on the Minister's request or its own initiative. There are other councils dealing with educational matters related to their particular focus of interest such as the Arts, Wireless, and Youth Councils. The Central Bureau of Statistics in The Hague is responsible for publishing statistics on education and cultural life in general. Through its Cultural Department, the Bureau supplies related information on request. Certain Ministries other than the Ministry of Education, Arts and Sciences have specialized responsibilities in education:

Agriculture and Fisheries—primary and secondary agricultural and horticultural schools (not including education in the rural economy) and the Institute of Agriculture at the higher education level

Defense (Navy and War)—military education

Foreign Affairs—intergovernmental educational and cultural relations, and

Justice—education in correctional schools and prisons.

Until 1918, matters concerning education were part of the responsibility of the Ministry of Home Affairs. In 1918 an independent Ministry was established by *Royal Decree* in keeping with Article 79 of the Constitution whereby the Sovereign "shall constitute ministerial departments." The same Article vests responsibility in the Crown "to appoint Ministers" and "remove them from office at will." By tradition, the Cabinet offers its resignation to the Crown on the day after a general election for the Second Chamber. The Sovereign appoints a "formator" who recommends the new Cabinet to the Crown for appointment.

Ministers are responsible to Parliament and, in general, their terms correspond to the 4-year terms of the Second Chamber. They are eligible for reappointment. The Cabinet may present its resignation at an earlier date in the event of a motion of disapproval of Cabinet policy taken in the States-General. In such a case, the Sovereign may exercise the "right" under Article 75 of the Constitution "to dissolve the chambers of the States-General, each one separately or both together." An individual Minister also may present his resignation when he finds he cannot agree with Cabinet policy.

Before being permitted to take their oaths of office, Article 79 of the Constitution also requires that Ministers declare they have not promised or given "any gifts or presents" to be appointed and that they will not "accept promises or presents" to "do or refrain from doing anything whatsoever" in their offices. Professional qualifications for service as Ministers are not prescribed in law. A member of the States-General must meet qualifications for service as specified in Article 87 or 93—"to be a Netherlands subject or recognized by law as a Netherlands subject, to have completed the age of thirty years," and "not to be deprived of eligibility or excluded from the exercise of elective franchise" under specified conditions. Under Article 99, a Minister chosen a member of the States-General "on election may for a period of not more than three months hold both his ministerial post and his membership in the States-General." Ministers are responsible to, rather than members of the States-General.

Various Constitutional provisions such as those specified in Articles 55, 79, 97, 98, 100, and 171 affect responsibilities and rights of Cabinet Ministers. The Sovereign is "inviolable; the ministers shall be responsible." They "shall provide for the enforcement of the Constitution and of other laws, in so far as such enforcement depends on the Crown." Royal decrees and decisions "shall be countersigned by one of the heads of the ministerial departments."

Ministers "shall sit in both chambers." As such, they have "only an advisory voice" and are entitled to "arrange to be assisted . . . by such officials as they have designated for the purpose." They are required to "furnish the chambers, either orally or in writing, with any information desired." The chambers—separately or in united assembly—"have the right of investigation" as regulated by law. Ministers are "exempt from prosecution for anything they have said at the assembly or have submitted to it in writing." The "heads of the ministerial departments" are among those "liable for trial" by the High Court of Justice "for punishable acts committed in the exercise of their functions . . ."

Organization

The Minister of Education, Arts and Sciences (Minister van Onderwijs, Kunsten en Wetenschappen) may be assisted by one or more Secretaries of State appointed by the Crown under Article 79 of the Constitution. In June 1959, there were two such Secretaries of State. Such an official "may act as Minister in his place observant of his directions." Also under the Minister is the Secretary General who serves as the permanent administrative head. Under the Minister, the Secretary of State, and the Secretary General, there are a Director General of Education, a Director General for Arts and Cultural Relations, several Counselors in general service, and an Inspector General of Education (assisted by Chief Inspectors and Inspectors). Departments (headed by Chiefs) under the Director General for Education and their fields of interest are:

Higher Education and Sciences—institutes and universities

Secondary Education—classical preparatory schools (gymnasiums) and modern schools preparing for employment or advanced study (hogereburgerscholen), lyceums (combining the classical and modern programs), modern secondary schools for girls (combining the modern program with special subjects for girls), and the commercial day and evening schools

Technical and Vocational Training—education and training in these fields, and

Primary Education—enforcement of compulsory education, instruction in infant and nursery schools, primary schools, related teacher training, special education, and supplementary and advanced primary (practical) education.

Of particular concern to the Director General for Arts and Cultural Relations are the Departments of:

Archaeology and Protection of Nature—archives, historical monuments, museums, and the Royal Library

Arts—architecture, ballet, films, fine arts, music, theater, and the like

External Cultural Relations—international educational and cultural activities within the Realm in Europe, and

Radio, Television, and the Press—legal matters and relations with agencies in the field.

Departments in general service are concerned with general matters such as Administrative Affairs (internal organization, personnel records, supplies, and similar matters) and Finance and Audit. The Inspector General is concerned with adherence to legal educational requirements of the Kingdom in Europe. The Secretary General has a Deputy Secretary General. In the latter's province come the Cabinet providing secretariat services for the Minister, the Secretary of State, and the Secretary General. In addition, he supervises the Departments of Legal Affairs, Physical Education and Sports, Research and Documentation, Study Allowances (subsidies) and Youth and Adult Education.

The Educational Council consists of at least fifteen members. Its Secretariat in The Hague has Departments concerned with education at the same levels as the Departments under the supervision of the Ministry's Director General of Education: Higher Education, Secondary Education, Technical Training, and Primary and Pre-Primary Education.

Authority, Responsibility, and Functions

Article 200 of the Constitution relates specifically to education:

> Education shall be an object of constant solicitude on the part of the government.
>
> The imparting of education shall be free, saving [except for] superintendence by the government, and moreover, in so far as general education, elementary as well as secondary, is concerned, saving the examination with regard to the ability and morality of the teacher, the whole to be regulated by law.
>
> Public education shall be regulated by law, every person's religious views being duly respected.
>
> In each municipality the authorities shall impart sufficient public general elementary education in an adequate number of schools. According to rules to be laid down by law, deviation from this provision may be permitted, provided that opportunity is given for such education to be received.
>
> The standards of efficiency to be prescribed for education to be defrayed wholly or in part from public funds shall be regulated by law, with due observance in so far as private education is concerned, of freedom of direction.
>
> These standards shall be regulated for general elementary education in such a manner as to guarantee equally well the efficiency of the private education defrayed entirely from public funds and public education. In these regulations the freedom of private education concerning the choice of means of instruction and the appointment of teachers shall, particularly, be respected.
>
> Private general elementary education fulfilling conditions to be imposed by law shall be defrayed from public funds according to the same standards as public education. The conditions upon which private general secondary education and preparatory university education shall be granted contributions from public funds shall be fixed by law.
>
> The King [Queen] shall cause a report on the condition of education to be made annually to the States-General.

Implementing the general provisions of the Constitution are Royal Decrees establishing the Ministry and the Educational Council and a series of specialized Acts and Decrees. Among the latter are the:

Higher Education Act of 1876 as amended (converting academies and universities into State universities and providing for founding of private higher education institutions) and the *University Statute* (Royal Decree)

Compulsory Education Act of July 7, 1900 as amended, requiring 8 years of schooling

Primary Education Act of October 9, 1920 with provisions for financial equalization for instruction in public and private schools

Special Primary Education Decree of December 28, 1949 as amended, relating to education of children of migrants (such as canal boatmen), mentally or physically handicapped children, those in schools attached to teacher training institutions, and wards of the Kingdom

Training Schools Act of June 23, 1952 relating to training of primary school teachers and qualifications for certificates

School Fees Act of May 20, 1955 on fees in specified schools not within the regular compulsory education range, and

Infant Education Act of December 8, 1955 (on education for children from 4 to 7 years of age, related teacher training, and subsides) and the *Training Instructresses in Infant Education Decree* of November 27, 1957.

Within such a framework, the Ministry is concerned with development of educational standards and draft laws, enforcement of law related to education, financial equalization through grants and subsidies, general supervision including inspection, teacher certification, and similar matters. Management and administration of schools below the higher education level rests (1) primarily with private authorities (such as nondenominational, Protestant, and Roman Catholic bodies) and (2) with public authorities at municipal level.

Individuals or private groups need no official authorization to establish schools. To continue operations, they are required to meet minimum sanitary provisions established in law. When programs differ from established minimum educational standards, schools are not eligible for financial support from public sources.

The Ministry participates in development of the educational budget submitted to the States-General for approval. It reimburses municipalities or Provincial States for such educational costs as are prescribed by law under formulas for various types and levels of education. For example, the National Government "automatically" compensates municipalities for salaries of required public and private teaching staffs at the primary level while cost of primary school construction and maintenance is borne by the municipality. Similar financial equality is extended to public and private training schools for primary school teachers except that the Ministry reserves the right to determine need for the private training school and decide on justification for corresponding increases in Government expenditure.

Rules for fixing salaries for primary school teachers are developed by the Ministry with law establishing the same salaries for public and private primary school teachers. Curriculums for the public primary schools are developed by the municipality's executive body in agreement with the Ministry's School Inspector. When the latter considers that the curriculum in a public or private primary school fails to meet established standards, the Educational

Council rather than the Ministry makes the final judgment which can result in loss of subsidy.

At secondary level and for technical and vocational training, a private school must be established and built before it is eligible to be considered for a subsidy. The Ministry nominates members of boards which examine candidates for the school leaving certificate and for service as teachers when the candidates receive their training through private lessons rather than in institutions of higher learning. The same salaries are established by law for public and private school teachers with certification requirements being specified in law for institutions receiving grants.

At higher education level, rules are laid down in *University Regulations*. Each institute and each university has its own governing body (College van Curatoren) of 5 to 7 members appointed by the Crown and with duties specified by law. Each also has its Academic Council (Senaat) composed of professors, with the presiding officer (Rector Magnificus) being appointed by the Crown. At State universities, professors are appointed by the Queen. Her Majesty's approval is required for appointment at a municipal or denominational institution when a professor is appointed in a field other than theology and he does not possess the appropriate degree in the faculty in which he is to lecture.

State universities are financed by public funds; they are not authorized to possess capital or accept revenues in their own right. Private institutions of higher learning are required to be in existence for ten years before being eligible for subsidy. Their Government subsidies are "automatic" and can amount to the maximum of 60 percent of the average expenditure of public institutions (up to a maximum of 70 or 90 percent of the private institution's own expenditure). Amount is related to type of institution rather than to educational standards; namely, (1) institutions with one faculty such as the Institutes of Economics, and (2) those with "all faculties."

Higher learning establishments are research as well as instructional institutions. The Department of Research and Documentation of the Ministry collects domestic and foreign documentation on education and carries out research on behalf of the Ministry. Such research relates to need in educational and cultural fields and special studies (such as on the financial position of primary and secondary school teachers in comparison with other groups of similar education and training) as a basis for Ministry action. Other Departments in the Ministry carry out research in their specialized fields.

Within the framework of intergovernmental agreements made through the Ministry of Foreign Affairs, the Ministry of Education, Arts and Sciences is responsible for bilateral and multilateral cultural and educational activities within the Realm in Europe including those of the Council of Europe, NATO, UNESCO, and the Western European Union. The Ministry also receives scholars and fellows sponsored by the United Nations family of organizations.

The Netherlands Commission for International Cooperation in the Fields of Education, Science and Culture was established by *Royal Decree No. 6* of May 28, 1947 on recommendation of the Minister of Education, Arts and Sciences. Established for liaison between the people of the Nation and UNESCO, its members include representation from the Government including the Ministry of Foreign Affairs, as well as of other bodies. The Commission has a Government-subsidized Secretariat in the Department of External Cultural Relations in the Ministry of Education, Arts and Sciences.

Administration

Parliamentary laws, Royal Decrees, and Ministry Decrees are published in the *Official Collection of Laws and Decrees in the Kingdom of the Netherlands (Staatsblad van het Koninkrijk der Nederlanden)* or in the *Netherlands Official Gazette (Nederlandse Staatscourant)* and by circular letters of the Ministry.

In addition to ideas from the Ministry staff, the Minister receives suggestions and recommendations from the Educational Council and from various commissions. For example, commissions were established to advise the Minister on problems relating to expanding enrollments in technical higher education (April 1, 1958) and in preuniversity education (July 25, 1958). Among other sources of ideas and recommendations are local bodies such as the Parental Committees and Councils related to schools, School Boards and other municipal bodies, the Provincial States, official bodies of institutions of higher learning, professional and community groups, members of the States-General, and private individuals.

New Zealand

October 6, 1959[1]

THE *Statute of Westminster Adoption Act* in 1947 formalized existing autonomy of New Zealand within the Commonwealth of Nations. It is one of various Acts establishing the Constitutional framework of authority and organization. By Article 53 of the *New Zealand Constitution Act, 1852* as amended, the unicameral elected General Assembly has power "to make laws for the peace, order, and good government of New Zealand . . ." The *Judicature Act, 1908* as amended, deals with Courts and "Rules and Provisions of Law in Judicial Matters generally." Executive authority rests with the British Sovereign. It is exercised through Her Majesty's Governor-General who, in turn, acts on advice of the New Zealand Government. The Executive Head and the General Assembly form Parliament.

After an election, the Governor-General requests the leader of the majority party to serve as Prime Minister and nominate the Executive Council. This Council is the formal body determining the Governor-General's Ministerial acts. Under Article 2 of the *Commisisons of Inquiry Act, 1908* as amended, "The Governor-General in Council may appoint any person or persons to be a Commission to inquire into and report upon any question arising out of the administration of the Government, or the working of any existing law, or regarding the necessity or expediency of any proposed legislation, or concerning the conduct of any officer in the public service . . ."

---

[1] The *Report of the Minister of Education for the Year Ended 31 December 1959* (presented to the House of Representatives by Command of His Excellency the Governor-General) Wellington, R. E. Owen, Government Printer, 1960, 128 p. states that "A draft consolidation of the Education Act 1914 was completed during the year and it is hoped that it will be available for the consideration of interested organizations in 1960."

Pages 26–27 of this Report state that terms of reference for a Commission on Education in New Zealand were announced by the Minister in September 1959: "To consider the publicly controlled system of primary, post-primary, and technical education in relation to the present and future needs of the Dominion . . . To consider also the question of financial assistance to private schools [and] To report on these matters, and to make recommendations." The Commission was constituted in February 1960 with the Vice-Chancellor of the University of New Zealand as Chairman, 10 members, a Department official as Secretary, a 2-man research team, and clerical and administrative services.

In keeping with results of the May 1961 plebiscite, Independence Day for the United Nations Trust Territory of Western Samoa is January 1, 1962. (See p. 467.)

By tradition in lieu of law, Executive Council members normally are the Cabinet (Government) which administers the Departments of State. Under Article 13 of the *Civil List Act, 1920* as amended, Ministers of the Crown are members of the Executive Council and may supervise one or more Ministerial Departments.

Official Bodies Concerned With Education

The Department of State in the field of Education is the Department of Education supervised by a Cabinet member—the Minister of Education. The Department has general responsibility for education in the Nation. The Department of Island Territories is directly concerned with education in non-self-governing territories and looks to the Department of Education for advisory assistance. In keeping with Article 4 of the *External Affairs Act, 1943*, vesting responsibility in the Minister of External Affairs for "relations with other countries," the Department of Education works through the Department of External Affairs on intergovernmental educational and cultural relations.

New Zealand became a British Colony in 1840. In early days of organized settlement, isolated communities made such provisions as they could for education—usually with the help of religious bodies. The *New Zealand Constitution Act* created Provincial Councils in 1852. These Councils established Provincial Education Boards to control their varying school systems. A year after the Provinces were abolished, the first *Education Act, 1877* was passed to fill the void created by dissolution of Provincial authority. It provided for a system of compusory, free, and secular education and placed public schools under control of District Education Boards similar to the former Provincial Boards.

In each individual school district constituted under the Act, householders elected a School Committee which, in turn, elected members of the District Education Board. Subject to Board control, the Committee had "the management of educational matters within the school district." The Act provided for the Colonial Government to finance education by capitation grants and created the central Education Department in Wellington with responsibility for distributing grants.

As far as structure is concerned, this pattern was retained for the system of primary school administration in New Zealand. In the intervening years relative functions of the three authorities underwent changes. The general tendency has been for final power and responsibility to shift from School Committees to Education Boards and from Boards to the Department of Education. The

Education Act of [*November 5*] *1914* consolidated and amended previous educational legislation. As amended over the years, this Act is the basic measure under which the education system is administered.

Post-primary education with exception of that given in the district high schools (primary schools with a "secondary top") was not brought within the province of Education Boards by the *Act* of 1877 or subsequent legislation. Secondary and technical schools are controlled and administered by their own Boards of Governors constituted by statute or—more commonly—by Order in Council, and are "in no way" related to Education Boards. In some metropolitan areas, groups of secondary schools are linked together for administrative purposes under Post-Primary Schools Councils. Each school retains its own Board of Governors which has a "large measure of autonomy" in the control and management of its own school.

The University of New Zealand and its associated Universities and Agricultural Colleges and the National Council of Adult Education are maintained by Government funds. Each has autonomous status by law. The Council is a coordinating and distributing body for Government grants for adult education. There also is an officially recognized independent New Zealand Council for Educational Research which was established in 1933 with funds provided by the Carnegie Corporation of New York. In 1944, the New Zealand Government agreed to make an annual grant to the Council without effect on its independent status. The Department of Education distributes grants to these bodies in accordance with Parliamentary appropriations.

Article 4 of the *Education Act* states in part that, "The Governor may from time to time appoint any Minister of the Crown to be Minister of Education." In practice, the Prime Minister nominates a member of the majority party elected for a 3-year term to the House of Representatives (single House of the General Assembly). A Minister's term may end at an earlier date by resignation as a result of a House of Representatives vote of lack of confidence in the Cabinet's policy or in the individual Minister. Ministers of the Crown are collectively and individually responsible to Parliament. Their immediate superior officer is the Prime Minister.

Professional qualifications are not specified in law. As a Member of Parliament, the Minister of Education is required to meet qualifications specified in Article 15 of the *Electoral Act, 1927* as amended. He (or she) must be registered as an elector and must not be disqualified as an elector by provisions of the Act, nor be an undischarged bankrupt under the law, nor a public (civil) servant or a contractor to the Public Services as defined in the Act.

Organization

The Minister of Education has his office in the House of Parliament while the Director of Education (Permanent Head) and the staff of the Department are located in other Government buildings. As a career officer under Article 5 of the *Education Act,* the Director of Education is appointed by the Public Service Commission under provisions of the *Public Service Act, 1912* as amended, which is applicable to civil servants generally. He is directly responsible to the Minister of Education.

Beneath the Director of Education and responsible to him are two Assistant Directors—one for professional work and the other for administration. Reporting to the Assistant Director (Professional) are the Chief Inspector of Primary Schools, Chief Inspector of Post-Primary Schools, Superintendent of Technical Education, Officer for Islands Education, and Officer for Maori Education. To the Assistant Director (Administration) report the various Executive Officers responsible for defined areas of the Department's administrative work. Also reporting to the Director of Education are the Superintendent of Child Welfare and the Officer for Higher Education. The officers form a Policy Co-ordination Committee which meets weekly under the chairmanship of the Director of Education. Individual responsibilities for most of these officers are outlined below:

Chief Inspector of Primary Schools—"all" matters concerning primary schools and primary teacher training; supervision of the Chief Psychologist, Curriculum Officer, Editor of School Publications, Officer for Special Education (for blind, deaf, or otherwise handicapped children), Senior Inspector of Primary Schools, Superintendent of Physical Education, and the Supervisors of Arts and Crafts, Pre-School Services (kindergartens and nursery play centres), and Teaching Aids; and supervisory control over ancillary services to schools including the National Film Library, the Primary Section of the Correspondence School, and school publications

Chief Inspector of Post-Primary Schools—"all" matters concerning post-primary education and training for post-primary teaching and supervisory control over the Secondary Division of the Correspondence School, the Vocational Guidance Service, and—through the Superintendent of Technical Education—the Technical Correspondence School

Superintendent of Technical Education—"all" technical education beyond the post-primary school stage

Superintendent of Child Welfare—general administration of the Child Welfare Division [Under the *Child Welfare Act, 1925* as amended and other legislation such as the *Infants Act, 1908* as amended, he also has certain statutory responsibilities separate from those of the Director of Education—responsibility for children in need of special help (delinquent, neglected, and others) and control and management of a number of schools for handicapped or delinquent children and adolescents.]

Officer for Higher Education—the Department's liaison with the Universities and the National Council of Adult Education

Executive Officer (Administration)—control and supervision of the:

Administration Division—Chatham Island schools, equipment, records, staff recruitment and classification, and typing services

Child Welfare Division—administrative services for the Child Welfare service including the Child Welfare District Offices throughout the country

Specialist Division—Departmental library service, public relations, reports, and statistics

Advisory Section—drafting of legislation and—for the Department and local education authorities—interpretation of acts and regulations

International Relations Section including the Secretariat of the New Zealand National Commission for UNESCO—the Department's international relations, and the

Research Section—projection of school populations and related research of a statistical nature

Executive Officer (Buildings)—"all" matters relating to acquisition of sites for educational buildings, construction of school buildings, and equipment of schools

Executive Officer (Divisions)—control and supervision of the:

Examinations Division—administration of bursary and scholarship schemes, conduct of examinations, and processing of results

School Transport Division—administration of schemes for payment of boarding and conveyance allowances and provision of school transport, and the

Teachers' Division—allowances and conditions of service, classification and grading of teachers, and teachers' salaries

Executive Officer (Finance)—"all" aspects of financial policy and control and supervision of the:

Chief Accountant's Division—control of expenditure, payments and receipts, and preparation of Departmental estimates

Chief Inspecting Accountant's Division—inspection of accounting procedures of local education authorities, and the

Stores Division—purchase, custody, and distribution of stores for the Department and for schools.

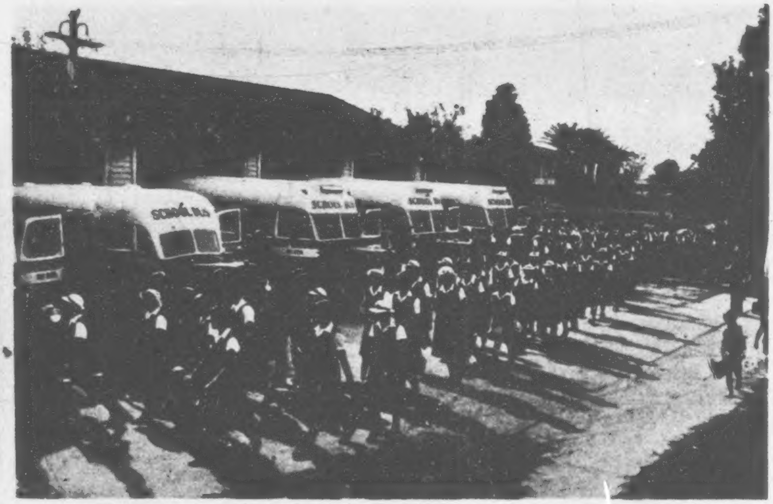


Photo by National Publicity Studios, Wellington; courtesy, Government of New Zealand

The Department of Education of New Zealand administers schemes for contractor or Departmental transporting of some children to schools located up to 25 miles from their homes.

Authority, Responsibility, and Functions

Article 4 (2) of the *Education Act* states that "The Minister shall have the control and direction of the Department and of the offices thereof, and subject to the provisions hereinafter contained, shall generally administer this Act." Within terms of the *Education Act, Orders in Council,* and implementing regulations, the Department exercises varying degrees of jurisdiction over schools. For State primary and postprimary schools, the Department is directly responsible for the curriculum while control and management are the responsibility of regional Education Boards for primary schools and local governing bodies for post-primary schools. Correspondence schools, the Library School, Maori schools (in areas where aborigines originally predominated and "open to children of all races"), schools for maladjusted children, and schools for the deaf are directly controlled by the Department.

Except for some endowment funds, public primary and postprimary education is financed by the State through the Department of Education. The Act requires the Department to inspect schools for compliance with laws and regulations including pro-

BEST COPY AVAILABLE

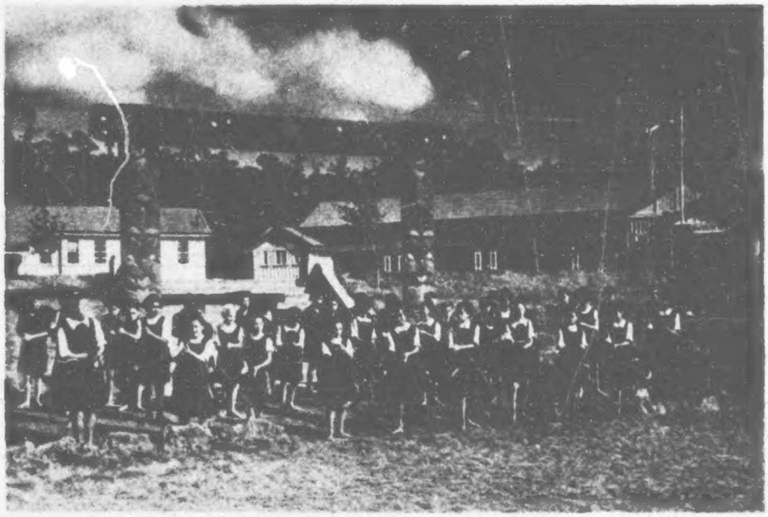


Photo by National Publicity Studios, Wellington; courtesy, Government of New Zealand

In areas of New Zealand where aborigines originally predominated, there are Maori Schools—like Whakarewarewa shown here—which come under the direct control of the Department of Education and are open to "children of all races."

visions on compulsory education. The majority of teachers are employed by local education authorities with teaching services being National in the sense that conditions of employment, grading, salaries, and the like are responsibilities of the Department of Education. Under the *Government Service Tribunal Act, 1948,* this independent National authority determines salaries up to a certain limit with higher ones being determined by Order in Council. School construction and financing are among other Department responsibilities.

Private schools are required by the *Education Act* to comply with defined standards of accommodation and teaching as a precondition for required registration. They are subject to inspection by the Department of Education and are provided with certain professional services and school publications.

University structure is based on the *University Education Act, 1908* and its amendments. The University of New Zealand has two affiliated Agricultural Colleges (Lincoln and Massey) of university status. Its former constituent colleges became the separate Universities of Auckland, Canterbury (Christchurch), Otago (Dunedin), and Victoria (Wellington). The University of New

Zealand is the "sole" degree-conferring authority and is governed by a Senate with the Director of Education as a member ex officio.

The National Library Service with its Country and School Library Services, its National Library Centre, and its training school for professional librarians, is "formally" a part of the Department of Education. In practice, the Director of the National Library Service enjoys a "large measure of autonomy" in the control, development, and management of the Service. Annual appropriations are included in estimates of the Department of Education and the Department's accounting and general administrative services extend to National Library Service.

New Zealand is the administering power for the United Nations Trust Territory of Western Samoa. The Department of Education serves in an educational advisory role to the Government of Western Samoa which is charged with responsibility for education in that Territory. For non-self-governing Pacific Islands which belong to New Zealand, the Department of Education maintains an Islands Education unit headed by an Officer serving as principal education adviser to the Department of Island Territories. Numbers of teachers from New Zealand are seconded for service in Western Samoa, the Pacific Islands for which New Zealand is directly responsible, and—under a Scheme of Co-operation with the authorities—Fiji (a British Crown Colony).

The Government approved the *Constitution for the New Zealand National Commisison for UNESCO* on September 24, 1947. The Department of Education provides the Secretariat. This same Secretariat deals with educational work in New Zealand under Colombo Plan technical assistance programs and maintains liaison with IBE. Through the Department of External Affairs, the Secretariat is concerned with a range of intergovernmental educational and cultural relations including exchanges of persons.

Administration

Official announcements in the field of education are printed in *The New Zealand Education Gazette* published twice a month by the Department of Education and sent free of charge to public schools (with numbers depending on size of school). One copy is sent to each registered private school. The Department also publishes a monthly journal (*Education*) containing signed articles (on a range of educational topics) representing views of authors —not necessarily views of the Department. This magazine is "widely distributed" throughout the education service.

Through a regularly established system, the Department also sends mimeographed circulars to Education Boards, local government bodies, and other concerned with particular educational matters. Copies of regulations (having the force of statutes) made by Order in Council under the *Education Act* are distributed to controlling authorities of schools and to other interested parties. Syllabuses for public schools also are published documents made available to teachers by the Department. The Department has established channels for continuous liaison with teachers organizations and with official and nonofficial societies and associations concerned with education.

Kingdom of Norway

Kongeriket Norge

April 9, 1959[1]

UNDER ITS 1814 CONSTITUTION as amended, "Government" of the Kingdom of Norway "is a limited and hereditary monarchy." Evangelical-Lutheran religion is "the public religion of the State."

Executive power is vested in the King with responsibility resting on his Council of State (Cabinet) and the King in Council being the Government. Legislative power is exercised by the people through the Storting (National Assembly) which has two divisions—a Lagting and an Odelsting. The Storting nominates a fourth of its members as the Lagting with the others constituting the Odelsting. Judicial power rests with the Supreme Court of Justice. There also is a High Court of the Realm for "such actions as are brought by the Odelsting against members of the Council of State . . . for criminal offences which they may have committed in that capacity."

Official Bodies Concerned With Education

The Royal Ministry of Church and Education (Det Kongelige Kirke og Undervisningsdepartement) under a member of the Council of State, has primary National responsibility for education. Other Ministries under other members of the Council of State, have responsibility for special aspects of education; namely:

Agriculture—dairy, forestry, and horticulture schools (usually operated by the counties), and various agricultural institutions, including the State College of Agriculture (which provides some of the teacher training) and the State Veterinary College

Commerce and Shipping—seamen schools such as for cooks and stewards, for wireless operators and electricians at sea, and for navigation training in preparation for mate's and shipmaster's certificate examinations

---

[1] *Law of April 10, 1959 Concerning the Elementary School* deals with purpose and organization, school attendance, teaching personnel, expenditure on schools, administration, and miscellaneous provisions.

Defense—military schools

Family and Consumer Affairs—basic nursing schools and day nurseries for children of preschool age

Fisheries—schools and institutions dealing exclusively with development of skills related to the fishing industry

Foreign Affairs—international educational and cultural relations, and

Social Affairs—institutions for homeless or for delinquent children.

The Royal Ministry of Church and Education was established on November 17, 1818 under the King's authority as specified in Article 12 of the Constitution, to choose a Council consisting of "a Prime Minister and at least seven other members" and to "apportion the business among the members." In practice, the King takes into account views of the Storting majority party with Council members being chosen from ranks of the party. Terms of office are indefinite and usually coincide with tenure of the party in power.

When a new Prime Minister is chosen, tradition requires Ministers to resign to permit the new incumbent to nominate persons of his choice for the various portfolios. Under Article 22 of the Constitution, the Prime Minister and other Council members "may, without any preceding judicial sentence, be dismissed by the King, who shall previously have heard the opinion of the Council of State on that subject."

The Minister of Church and Education (Kirke og Undervisningsminister)—like other Ministers of State—is responsible to the Prime Minister (his immediate superior officer), the Council of State, the King, and the Storting. He also shares in collective responsibility of the Council of State to the King and the Storting. Constitutional provisions on qualifications, responsibilities, and rights of Council members apply to the Minister of Church and Education by virtue of his membership in the Council. Among them are provisions in such Articles as 12, 21, 30, 62, 74–76, and 92.

He must be a Norwegian citizen not under 30 years of age.

He participates in Council of State advice given to assist the King in choosing and appointing civil officials. He "is duty bound to express fearlessly his opinions, to which the King is bound to listen." When the Minister finds the King's resolution "at variance with the form of government or the laws" or "manifestly prejudicial to the Kingdom, it is his duty to make strong representations against it, and also to have his opinion recorded in the minutes." If he does not do so, he is "deemed to have been in agreement with the King, and shall be answerable therefor . . . and may be impeached by the Odelsting before the High Court of the Realm."

He may not attend the Storting in the capacity of a representative while he has a seat in the Council of State; he may attend and has the same right as Storting members to participate in open proceedings "without, however, having the right to record a vote." He may take part in private proceedings "only in so far as permission is granted by the appropriate Ting" (National Assembly Division). He may be requested to present public documents and reports to the Storting or its committee (when secrecy is deemed appropriate). The Storting has the power "to summon" him "to meet before it in matters of State."

He may introduce bills in the Odelsting on behalf of the Government. He "must" speak the language of the country.

Organization

The Royal Ministry of Church and Education has 3 major departments (each headed by a Director General) and 18 divisions (each headed by a Director); namely:

- Department of Arts and Sciences concerned with higher education and having 4 Divisions—Arts and Culture, Public Libraries, Science, and Sport and Youth
- Department of Ecclesiastical Affairs with 7 Divisions—Administrative, Audit, Ecclesiastical Affairs, First Funds, Second Funds, First Vicarages, and Second Vicarages; and
- Department of Schools concerned with administering the school system and having 7 School Divisions and their attached advisory bodies:
  - First (vocational and technical) having a State Committee for Commercial Schools and 4 State Councils concerned with Apprenticeship, Experiments in Schools (concerned with various experiments including the Comprehensive School Experiment to amalgamate the continuation school and the realskole and extend compulsory schooling from 7 to 9 or 10 years), Secondary Commercial Schools, and Vocational and Technical Education
  - Second (secondary schools and pedagogical training of secondary school teachers in the Pedagogical Seminary) with a State Council of Secondary Education
  - Third (primary and continuation schools) with a State Council of School Directors
  - Fourth (accounting, auditing, publications, information, and scholarships) with a State Council on the Granting of Scholarships
  - Fifth (teacher training colleges and folk high schools) with a State Council on Teacher Training
  - Sixth known as the Directorate for Special Schools, and
  - Seventh with a State Council for Correspondence Schools and a State Council of Home Art and Handicraft Education.

In general, the Ministry is staffed with nonprofessional personnel in education while advisory councils are chosen from educational administrators and teachers who are active in the service or from specialists employed in trades concerned. Some councils have their own executive office with professional staff; for others, a Ministry office acts as the secretariat. Except for some chairmen who serve full time, council membership represents part-time advisory service to the Ministry on matters relating to education and training including that on supervision of teaching and arrangement of final examinations for the particular type of program involved.

Authority, Responsibility, and Functions

Constitutional Articles 16, 92, and 106 contain certain policy provisions related to education. "The King shall . . . ensure that the public teachers of religion follow the rules prescribed for them;" non-Norwegian citizens "may . . . be appointed as teachers at the University and the secondary schools (de laerde skoler) . . . " and "The purchase-money, as well as the revenues of the landed property constituting ecclesiastical benefices, shall be applied solely to the benefit of the clergy and to the promotion of education. . . . " Authority of the Minister of Church and Education in the field of culture including education, is vested by order of the King with advice of his Council of State. Under this authority the Minister has jurisdiction over primary and general secondary education, most vocational training, most higher education, and such related matters as are not assigned to the jurisdiction of other Ministers.

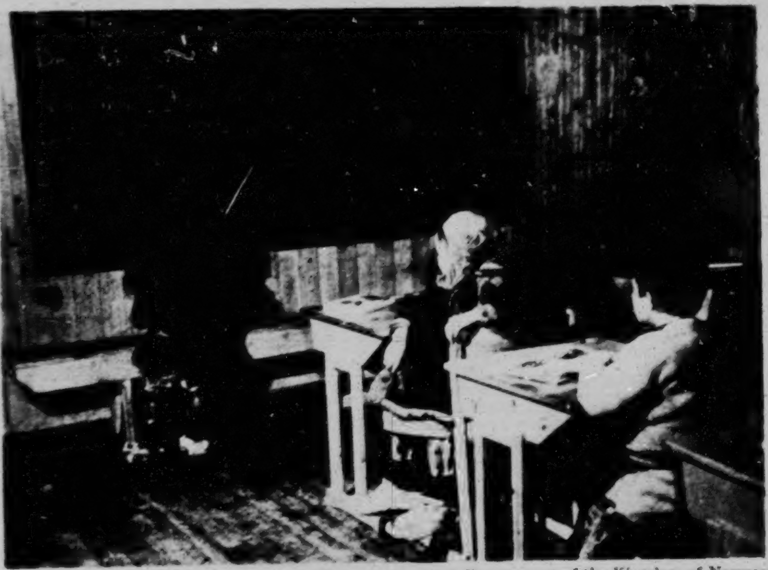
The Royal Ministry of Church and Education, which participates in development of bills for legislative enactment, exercises this authority within the framework of laws and related regulations pertinent to the various levels and aspects of education. For example, there are (1) *Acts* on Apprenticeship Training, Continuation Schools, Correspondence Schools, Experiments in Schools, Folk High Schools, Primary Schools, Secondary Commercial Schools and Vocational Schools for Commerce and Clerical Work, Secondary Schools, and Special Schools for Handicapped and Mentally Deficient Children; (2) *Royal Orders, Storting Resolutions*, and related laws providing for the establishment and operation of institutions of higher learning and various cultural and research establishments; and (3) regulations governing responsibilities and scope of activities of each of the State advisory councils—fixed by law or adopted by the King in Council or by the Ministry.

BEST COPY AVAILABLE

Within the framework of such provisions governing education and training falling within its jurisdiction, the Ministry has power to control location, number, and kinds of schools in each area; curriculums and courses of study; selection of teachers; preparation and distribution of textbooks; pupil promotion; granting of diplomas and conferring of degrees; building construction and maintenance; teacher training programs; and the promotion of professional relations in education. The 1958 *Act on Health Work in Schools and other Educational Institutions* provides for health inspection and services administered by local health authorities in cooperation with school authorities.

Storting decisions under Article 75 of the Constitution "control the finances of the Kingdom." The legislative body votes "sums of money necessary to meet the expenditures of the State." The Royal Ministry of Church and Education is responsible for distribution of State funds for education and financing of the public school system.

Financing and other nonacademic matters related to private education fall outside the province of the Ministry. Supervisory control over academic matters related to private schools is exer-



© by Billedsentralen, Oslo, Norway; courtesy, Government of the Kingdom of Norway

This class of Lapp children in the Arctic region is of concern to The Royal Ministry of Church and Education in the Kingdom of Norway.

cised by the Ministry under its authority to decide whether or not private school courses of study and curriculums meet required standards for Ministry accreditation of the school.

With one exception (privately established Independent Theological College financed by voluntary contributions from church organizations), institutions of higher learning and research are financed by State funds administered by The Royal Ministry of Church and Education. In some cases, State funds are supplemented by some income from endowments. Each of the State institutions was founded by a separate *Royal Order* (such as for the founding of the University of Oslo in 1911). *Storting Law* (such as for the transforming of the Bergen Museum—a scientific institution consisting of collections and research laboratories—into the University of Bergen in 1946), or *Storting Resolution* (such as for the founding of the State Institute of Technology on May 31, 1900 followed by a 1936 *Law* and later amendments). Some have their own regulations covering various aspects of their activities.

Within the framework of such governing issuances and State funds appropriated for their operations, the Ministry exercises fiscal control. Responsibility for approval of curriculums and appointment of teachers rests with the King in Council. Responsibility for operations rests with the governing body of the particular institution such as its Senate. The latter consists of such members as the University Rector, the Pro-Rector, the Dean of each Faculty, a representative for the research scholars, and a student representative.

Operating authority over other public educational institutions and State cultural institutions (art galleries, libraries, and museums) under Ministry jurisdiction also is exercised by management officials who are not on the Ministry staff. For example, most of the primary schools come under municipal school boards. Secondary schools are operated by (1) separate State authorities from State funds administered by the Ministry, (2) municipal authorities from funds derived from direct taxation with State refunds or subsidies for some expenses, or (3) county authorities. An illustration of State responsibility for cultural institutions is found in the *Public and School Libraries Act* of December 12, 1947 as amended. Ownership must be "vested in the municipality" and the public or school library must have regulations "approved by the Ministry concerned," comply with provisions issued by the Ministry, and meet other specified requirements if it is to be eligible for a State grant under the formula specified by the Act.

Research work carried out by the State is conducted by the institutions of higher learning and the National Research Councils rather than by The Royal Ministry of Church and Education. The work of the National Research Councils is coordinated through a Joint Committee of the Norwegian Research Councils established to advise the Government on research activities of the country. Universities and councils cooperate with and may be aided by the Ministry in their work.

Responsibility for matters pertaining to cultural agreements with other countries, international educational exchange, international conferences concerned with education and culture, relations with intergovernmental organizations such as UNESCO, and the like rests in The Royal Ministry of Foreign Affairs which has an Office of Cultural Relations. The Minister of Church and Education cooperates with the Minister of Foreign Affairs on such international educational and cultural relations. The Royal Ministry of Church and Education is represented on the Norwegian National Commission for UNESCO established by *Resolution of September 28, 1946* to represent UNESCO in the Kingdom of Norway, initiate and conduct UNESCO activity in the country, and act as an advisory instrument to the Government on related questions, including nominations for service on Norwegian delegations to UNESCO General Conferences.

Administration

Laws, decrees, and official regulations and instructions are published in the *Norwegian Law Gazette (Norsk Lovtidend)*. Ministry policies, rules, regulations, and directives are brought to the attention of administrators, teachers, and others directly concerned through circular letters and through a periodical—*Norwegian School (Norsk Skole)*—published by the Ministry through its Fourth School Division.

Suggestions and recommendations of the State advisory councils attached to School Divisions in the Ministry's Department of Schools are heard regularly on educational problems within their areas of interest. Commissions are appointed to submit suggestions and formal recommendations on special Ministry problems. Depending on nature of the problem, the Ministry may submit commission recommendations to the Storting for legislative action. Suggestions also may be made by communities, professional groups, and private citizens.

Pakistan

(Pakistan)

*October 23, 1959[1]

THE BRITISH PARLIAMENT'S *Indian Independence Act [July 18] 1947*, set August 15, 1947 as the "appointed day" for Pakistan to be constituted as a Dominion. The August 14 *Pakistan (Provisional Constitution) Order, 1947* modified for Pakistan the Constitutional data in the British Parliament's *Government of India Act [December 20] 1935* as amended. Later, the second Constituent Assembly adopted the Constitution which entered into force on March 23, 1956 when Pakistan was proclaimed an Islamic Republic within the Commonwealth of Nations.

Under this 1956 instrument, Parliament consisted of the Muslim President and unicameral National Assembly. The President appointed a National Assembly member as Prime Minister to head the Cabinet of Ministers. Judicial power was vested in the Supreme Court of Pakistan. For each Province, the Constitution provided for a Governor appointed by the President, a Provincial Legislature, and a High Court. Urdu and Bengali were declared the State languages with English to be used for 20 years for the official purposes for which it was being used immediately before Constitution Day. Provisions were included for future decisions on languages.

By *Proclamation* on October 7, 1958, the President of Pakistan abrogated the Constitution, dissolved the National and Provincial legislatures, and imposed martial law. He introduced a presidential system of government pending restoration of representative government.

---

[1] The Commission dealt "with general policy matters" and selected "those which seemed most crucial in the light of present difficulties and national needs," says p. 3 of Government of Pakistan, Ministry of Education. *Report of the Commission on National Education: January-August 1959.* Karachi: Government of Pakistan Press, 1959. 360 p. Summary recommendations range across the field of education and are keyed to descriptive paragraph numbers. Two of those on educational administration state:

> 6. The Central Ministry should assume a role of positive leadership in the programme of national education and undertake the larger responsibilities assigned to it in this report. To perform its functions properly the Ministry should be suitably expanded and staffed with outstanding educators of high professional and administrative competence. (17–19).
>
> 7. The Central Ministry should establish such institutes and bureaux as may be required to assist it in long-range planning and in operational and fundamental research projects. (20–22).

Official Bodies Concerned With Education

The Provinces of East and of West Pakistan have primary responsibility for educational administration. The Ministry of Education (Urdu: Wazarat-i-Talimat; Bengali: Shikka Bibhagh) has primary responsibility for educational and cultural matters at the National level. Government authorized bodies such as the Advisory Board of Education for Pakistan, the Commission on National Education, the Council of Technical Education for Pakistan, and the Inter-University Board, advise the Government and the Ministry. Education in cantonments comes under the Ministery of Defence.

On July 23, 1948, the Federal Capital Area was placed under the Karachi Administration headed by a Chief Commissioner who reports to the Minister for the Interior. On July 15, 1950, responsibility for administration of 20 Central Government schools in the Federal Capital Area was transferred from the central education authority to the Karachi Administration with its Education Directorate.

Pakistan's heritage in education as a Government function, began with the British Parliament's *Act* of 1813 renewing the East India Company Charter and recognizing the legality of setting aside certain funds for education. By 1823 a General Committee of Public Instruction was established to handle such funds. Departments of Public Instruction were created in the Provinces in 1855. In 1921 most of the control and general supervision of education were decentralized to the Provincial level. On September 1, 1945 the central Department of Education became operational in New Delhi.

When the eastern and western noncontiguous Muslim majority areas of India became Pakistan in 1947, the Nation was new as an independent political entity and 1,235 years old in Islamic cultural and religious tradition. The first Cabinet of Ministers included a Minister for Interior, Information and Broadcasting and Education whose jurisdiction included the Education Division established by the Government in Karachi in August 1947.

In the "agony of the Nation's birth" came "dislocations of partition." Mass exodus from Pakistan of Hindus and Sikhs caused school shutdowns while the mass influx of Muslims from India brought pupils and teachers to be absorbed. The architects of the

State began to scrutinize phases of life in terms of the religion of Islam as a "comprehensive and purposeful philosophy of life." And the scrutiny started with education.

The Minister convened the Pakistan Educational Conference in Karachi from November 27 through December 1, 1947 "to survey the existing and future opportunities in the educational field and to make adequate provision for them in the light of the special requirements of Pakistan." Among recommendations in resolutions adopted by the Conference were those for:

> Establishment of Adult Literacy Campaign Boards, Advisory Board of Education with "a special section dealing with the problems of Adult Education," Central Institute of Islamic Research, Council of Scientific and Industrial Research, Council of Technical Education, Cultural Missions to other countries, Inter-University Board, Historical Records and Archives Commission, National Library and Museum, a single Pakistan Academy for the arts and sciences, and Teacher Training Institutes for Women
>
> Five years of compulsory and free primary education (gradually to be raised to eight years) with pre-primary education for ages 3–6, primary for ages 6–11, and middle for ages 11–14
>
> Islamic ideology in education with compulsory religious instruction for Muslim students
>
> Promotion of adult education and literacy training [to help cope with an estimated 85–90 per cent of illiteracy among the population reported at that time]
>
> Scholarship schemes for domestic study by the "backward classes" and for overseas study in technical fields
>
> Selective diversion of students according to aptitudes, and
>
> Urdu as the *lingua franca*.

For the welfare of scholars abroad an Educational Attaché was assigned to London and another to the Embassy in Washington in November 1947. In keeping with their competencies, the Constituent Assembly, the Government of Pakistan (with its Education Division) and the Provincial Governments (with their Education Departments) began to implement the recommendations. Under authority of Government resolutions, advisory bodies were established by the Minister. The Advisory Board of Education for Pakistan held its first meeting in Karachi from June 7 through 9, 1948, the Council of Technical Education for Pakistan on June 11, 1948, and the Inter-University Board also began its meetings at that time. In turn, these bodies appointed committees to deal with specialized problems.

The Government's Development Board, constituted in 1948, prepared a *Six-Year Development Program of Pakistan* for the period July 1951-July 1957. The Minister holding the Education portfolio invited educational leaders to meet in Karachi, July 18–19, 1951 "to determine the basis for the preparation of the Six-Year National Plan of Educational Development for Pakistan." On their recommendation, an Educational Conference was held in Karachi on December 4 and 5 of the same year. In joint session, the Advisory Board of Education, the Council of Technical Education, and the Inter-University Board approved the 1951–57 Plan at that time.

In 1952, status of the Education Division was raised to that of Ministry of Education. The Minister for Education (Urdu: Wazir-i-Talimat; Bengali: Shikka Mantri) is appointed by and is responsible to the President for an indefinite term. Qualifications for office are not specified in law. In practice, the Minister is a citizen of Pakistan and holds more than one portfolio.

When the over-all plan (as distinct from going projects) was abandoned in April 1953, a full-time Development Board was named by the Government. Starting with short-term plans, the Board shifted on April 1, 1955 to a *Five-Year Plan* (1955–60) which was approved in the Spring of 1957 after implementation had started. Three days after abrogation of the Constitution, the President announced that "educational reform" must be a "major policy" of the Government. On December 12, 1958, he formed the Commission on National Education "to review in consonance with the aspirations of the people and the socio-economic structure of the country the educational system and to recommend appropriate measures for its reorientation and reorganization, for the purpose of ensuring an integrated and balanced development of education in various stages."

He named the Education Secretary of West Pakistan to head this 10-member body. The Commission was given authority to appoint committees and was directed to invite suggestions from educators and the public. Thirty-three subjects ranging from primary through university level and including adult, physical, and religious education, and military training, were included in its terms of reference.

Organization

The Minister for Education is Chairman of the Advisory Board of Education for Pakistan. Included in the membership are the Educational Adviser to the Government (in an ex officio capacity) and official and nonofficial leaders in education on a country-wide basis. The Council for Technical Education for Pakistan also is headed by the Minister and includes leaders concerned with technical fields. Vice-chancellors and representatives of the Syndicates (Executive Councils) of the universities are on the Inter-University Board with the chairmanship rotating among the vice-chancellors in order of university seniority. Ad hoc bodies such as the Commission on National Education serve in an advisory capacity on specified problems.

Under general direction of the Minister for Education, there is an Educational Adviser who is ex officio Joint Secretary to the Government of Pakistan. Reporting to the Educational Adviser are (1) the Deputy Secretary concerned with such matters as cultural exchanges, fellowships and scholarships for foreign study, and the Pakistan National Commission for UNESCO; (2) the Deputy Educational Adviser concerned with general education; and (3) the Deputy Educational Adviser concerned with technical education. Ministry Sections include:

Accounts—for overseas scholarships

Bureau of Education—clearing house of educational information in Pakistan, Educational Film Library, Reference Library, and statistics relating to education

Cash—financial matters relating to the Ministry

Education I—administration of general educational institutions directly run by the Central Government and education in Centrally Administered Areas

Education II—domestic scholarships for children of Class IV employees of the Government of Pakistan and for Scheduled Castes ("backward classes") and overseas fellowships and scholarships

Education III—art exhibitions and arts, cultural agreements and relations with other countries, exchanges of literature, and matters relating to the Advisory Board of Education for Pakistan and the Inter-University Board

Education IV—physical education and sports and related grants to National organizations

Educational Development—foreign technical assistance, grants to Provinces and universities, National planning, and "Social Uplift Schemes"

Establishment—Department of Archaeology (attached to the Ministry) and the Ministry

General—Department of Archives and Libraries (attached to the Ministry) and miscellaneous activities

Receipt and Issue—Supplies

Technical Education—Government Technical High School in Karachi, Karachi Polytechnic Institute, and matters relating to the Council of Technical Education for Pakistan; and

UNESCO—including matters pertaining to the Pakistan National Commission for UNESCO.

In the Karachi Administration, the Director of Education reports to the Chief Commissioner. In addition to an Assistant Director, Accounts Officer, Adult Education Officer, and Teaching Aids Organizer, the Directorate of Education includes an Inspector and an Inspectress of schools assisted by deputies for the various types of schools and by a supervisor of physical education. At the Provincial level, details of organization in East and West Pakistan vary. Each Province has a Minister for Education in charge of the Education Department who is assisted by (1) an Education Secretary and his staff, and (2) a Director of Public Instruction as permanent head of the Education Directorate.

Authority, Responsibility, and Functions

The Central Government has overall responsibility for National planning and development in education for the Nation. By Government authority, the Ministry of Education is responsible for:

Administering (1) certain Central Government schools in Karachi such as the Government Colleges for Men and for Women, the Technical High School, the Junior and Senior Model Schools, the Karachi Polytechnic Institute, and Teacher Training Colleges; and (2) education in Centrally Administered Areas including education of Scheduled Castes

Awarding those domestic scholarships handled at the Central level and overseas fellowships and scholarships to students from Pakistan

Promoting athletics and sports

Serving as a clearing house and repository of educational information on an all-Pakistan basis, and

Serving as the technical channel for communications and dealings with foreign Governments and intergovernmental and other international organizations in the fields of education and culture.

Private schools come within immediate jurisdiction of the Education Directorate in the Karachi Administration and the Education Departments in the Provinces. Universities are statutory bodies. An official such as the Governor of the Province usually is Chancellor of the universities in his area. General responsibility is vested in the Senate with immediate control being exercised by the Syndicate composed of university and nonuniversity personnel. Financial responsibility for Karachi University (which became operational in 1952 under *Constituent Assembly Act* of October 11, 1950) rests with the Ministry of Education. Annual capital grants are made by the Ministry to universities in the Provinces for approved and special projects.

In the cultural field, the Ministry has jurisdiction over the Central Secretariat and National Libraries in Karachi and over National museums. It makes grants to cultural and educational organizations, including those to autonomous, private, and statutory bodies for the purpose of promoting research in education.

Government Resolution No. F.6-3 50-E.P. of May 8, 1950 provided for establishment of the Pakistan National Commission for UNESCO as an advisory body to the Government and liaison agency between appropriate organizations in Pakistan and UNESCO. The Minister for Education is Chairman of the Commission and of its Executive Board. Members of the Advisory Board of Education for Pakistan are among the members and the Board's Secretary is the Secretary of the Commission. The Ministry is represented on the Government's delegation to such intergovernmental Conferences as those held jointly by IBE and UNESCO and the UNESCO General Conferences. It has responsibility for technical assistance provided on a multilateral basis under the Colombo Plan, UNESCO, and the United Nations as well as on a bilateral basis from other Governments. It also awards scholarships for foreign study by students from Pakistan and some for students from abroad to study in Pakistan—particularly in Islamiat.

Administration

Legal issuances at the Central level in the field of education appear in the *Gazette of Pakistan* and in the *Education Code* as approved by the Government for the Federal Area of Karachi. A quarterly magazine *(Education in Pakistan)* is issued on a subscription basis for teachers, parents, and students. The Provinces have their own Education Codes. National policies are framed on recommendation of the permanent bodies (such as the Advisory Board of Education for Pakistan) and on recommendation of ad hoc bodies (such as the Commission on National Education) with their country-wide representation. Reports of these bodies are printed and disseminated throughout the country.

Recommendations also are made by the Pakistan Federation of Teachers' Associations with headquarters in Karachi. Teachers' Associations throughout the country are members while associate members are "educationists of repute or persons taking an interest in the educational matters and activities of the Federation." Private individuals are free to make suggestions. Ideas from such groups and individals are placed before advisory bodies for appropriate recommendation as to action.

Republic of Panama

República de Panamá

***June 26, 1959**

THE 1946 *Panamanian Constitution* vests the exercise of public power in separate organs. The unicameral legislative organ is the elected National Assembly. The executive organ is the elected "President of the Republic, with the indispensable co-operation of the ministers of state" who meet as the Cabinet Council when the President presides. The judicial organ consists of a supreme court, subordinate tribunals, and courts the law establishes.

The State is "unitary" with each Province having a Governor whom the President "may freely appoint and remove, as his agent and representative before the municipalities" of the Province. "Spanish is the language of the Republic" and the Catholic religion "is recognized" as "that of the majority of Panamanians."

Official Bodies Concerned With Education

The principal body concerned with elementary and secondary education is the Cabinet level Ministry of Education (Ministerio de Educación). Other Ministries under other Cabinet members have specialized responsibilities in education:

Agriculture, Commerce, and Industry—National Institute of Agriculture

Foreign Relations—intergovernmental cultural and educational relations including educational exchange

Government and Justice—reform school

Labor, Social Welfare, and Public Health—certification and education of orphans and the School of Nursing of the St. Thomas Hospital, and

Public Works—school construction.

The University of Panama has responsibility for higher education.

When Panama became independent in 1903, the Provisional Government established a Secretariat of Public Instruction. Affirmed under the 1904 Constitution and the 1904 *Law of Public Instruction* (No. 11), it was reorganized into a Secretariat of Education and Agriculture in 1906. After the Constitution of 1941 was adopted, *Law No. 84* of July 1, 1941 provided for a Ministry of Education. This Law continued to be operative under the 1946 Constitution which specifies in Articles 118 and 143 that the National Assembly has authority "to determine the number and nomenclature of the ministries of state and to distribute among them the business of the administration" while the President "alone" has authority to "appoint and dismiss ministers of state freely."

A newly elected President normally appoints the Minister of Education (Ministro de Educación) for a term corresponding to his own of 4 years. In practice, if the President wishes to remove a Minister, he requests the Minister to resign and custom dictates that the Minister do so. Constitutional Articles 112, 115, 157–58, and 172 relate to qualifications for appointment. A Minister may be appointed from among Deputies of the National Assembly, thereby causing "a temporary vacancy" in that body. He needs the "same requisites" as a Deputy—"a citizen in the exercise of his rights and . . . twenty-five years old"—and if naturalized "must have been naturalized at least ten years" before he is designated as Minister. Specified degrees of blood relationship or affinity with the President or among Ministers are proscribed while "duties of the judicial order are incompatible" with functions of the Minister of Education.

The Minister of Education—as chief director of a National Department—is responsible to the President. Constitutional Articles 137 and 145 provide that "In each particular case, the President and the minister of the respective branch represent the executive organ" and that "No act of the President," except as otherwise specified, "will have any validity or effect whatsoever unless it is countersigned" by the appropriate Minister "who thereby becomes responsible for the same."

The Minister also has certain responsibilities vis-a-vis the Legislative organ and the Controller General. Article 128 empowers the National Assembly to pass a vote of "censure" against a Minister, request "oral or written reports," and require the Minister's presence "to elucidate the debate." Under Articles 159–60, a Minister has a "voice" in the Assembly and in "the first ten days" of a regular session is required to present a "report or memorandum upon the state of affairs of his ministry and upon the reforms that he deems it appropriate to introduce." Article 224 gives the Controller General authority to request reports on the "official conduct" of his Ministry while Article 244 binds a Minister to the same prohibitions placed on Deputies in contracting with the Government.

Organization

The top advisory body in education is the National Council of Education (Consejo Nacional de Educación) formed by the Minister who serves as Chairman. Other members include the Secretary of the Ministry, the Technical Director, three teachers from official educational establishments, and three citizens from other fields. Reporting directly to the Minister are the:

Personnel Director in charge of the Personnel Office which approves grading of administrative and teaching staffs, recommends staff for the National educational system, and is assisted by a Personnel Board presided over by the Personnel Director

Secretary of the Ministry responsible for administrative matters, and the

Technical Director in charge of the Directorate General concerned with educational matters.

Organizational units under jurisdiction of both the Secretary of the Ministry and the Directorate General are the:

Department of Fine Arts—to encourage preparation and publish cultural books including texts; encourage fine arts; grant scholarships for fine arts study abroad; organize National celebrations as directed by law and the annual Ricardo Miro Contest in fine arts fields; and supervise institutions and schools in cultural fields.

Department of Physical Education—to develop and supervise physical education activities in schools, maintain relations with National sport groups, organize National sports, and supervise the National Gymnasium and the National Stadium

Directorate of School Economics—to handle Ministry fiscal operations, scholarships and other funds, school plant maintenance and repair, and school supplies

Directorate of Statistics and Archives—to compile and analyze educational statistics and maintain files

Primary Education Section—to supervise primary education in schools throughout the Republic

Private Education Section—to supervise private primary and secondary schools

Secondary Education Section—to supervise official secondary programs (including normal and vocational), and

Textbook Commission—to recommend official textbooks.

At local level, there are municipal boards of education to cooperate with the Ministry. Their chairmen are appointed by the Minister of Education.

Authority, Responsibility, and Functions

Ministry authority stems from (1) the 1946 Constitution vesting responsibility for education in the State, (2) *Law No. 84* of

1941 providing for the Ministry, (3) the September 24, 1946 *Organic Law of Education* as amended (No. 47) which superseded the 1904 *Law* as amended and which provides for Ministry and educational organization, (4) a series of decrees and decree-laws establishing norms and regulations relating to the *Organic Law*, and (5) certain other *Laws* such as *No. 49* of September 24, 1946 relating to measures of a fiscal character. The Constitutional Chapter devoted to "The National Culture" contains the following Articles on education:

> 77. The service of national education in its intellectual, moral, civic, and physical aspects is an essential duty of the State. The national education shall be inspired by the democratic doctrine and by ideals of national growth and human solidarity.
>
> It is for the State to fix the bases of education, which will be organized in such a way that unity, co-ordination, and continuity will exist in all grades.
>
> Every educational establishment is of public and social utility.
>
> 78. Primary education is obligatory. Public pre-school, primary, and secondary education of all grades and kinds will be gratuitous. The gratuitousness of pre-school and primary education implies the obligation of the State to provide all implements necessary for the instruction of the pupil. The gratuitousness of secondary education does not prevent the establishment of a matriculation fee.
>
> 79. Freedom of instruction is guaranteed. The State may, nevertheless, intervene in private educational establishments so that the national and social purposes of culture and the better intellectual, moral, civic, and physical training of the pupils may be accomplished.
>
> 80. No educational establishment may refuse to admit pupils because of the nature of the union of their parent or guardian or because of social, racial, or political differences.
>
> The violation of this precept by private schools will cause the loss of the official subsidy, if they had one; of the privilege of having their degrees and certificates recognized by the State, if they had it; and, in case of persistence, the loss of the right to continue giving instruction.
>
> 81. The teaching of national history and civic education will always be under national professors.
>
> In no private educational establishment will instruction be given in a foreign language without the permission of the ministry of education granted for attested reasons of public interest.
>
> The programs of primary education in private schools will be the same as in the public schools; but permission for the establishment of additional courses in any language may be granted.
>
> It is obligatory for private schools to include in their secondary programs the teaching of national history and geography and civic education.
>
> 82. The State may grant scholarship or economic aid only to students who have won public competitions or contests or who have obtained in their studies the qualifications that make them worthy of State aid according to the law.

In case of equal merit, preference will be given to the participants whose economic means do not allow them to pursue the studies for which they entered the contest.

83. The law will establish the necessary incentives for the publication of national pedagogical works and the standards for their adoption as official texts.

84. The expenditures for the support of the educational service will have preference over any others. The organic law of the department will determine the proportion of the revenues that should be allotted for this service.

85. Only the academic and professional degrees issued by the State or authorized by it in accordance with legal provisions are recognized.

86. The official university of the Republic is autonomous. Its legal representation, its patrimony, and its right to administer the same are recognized. It has the power to organize its curriculum and designate and group its personnel in the manner that the law determines. It will include in its activities the study of national problems and the diffusion of the culture of the people.

87. In order to make the economic autonomy of the university effective, the State will endow it with what is indispensable for its installation and its future operation and development, as well as with the patrimony mentioned in the preceding article and the means necessary to increase it.

88. Freedom of the lecture-room is recognized without limitations other than those established by the university statute for reasons of public order.

89. The State will promote the establishment of special technical schools, industrial, professional, agricultural, and commercial, and adapt them to the specific necessities of the nation. The law will establish, beginning with the primary school, services of vocational orientation that will permit the discovery of the aptitudes and capacities of the pupils and their guidance toward better individual and social usefulness.

90. The State will promote by all possible means the culture of the people and will maintain a system of gratuitous complementary courses for adults, with the purpose of preventing and eliminating illiteracy and increasing the practical capacities of the working classes.

91. The law will establish a department of physical culture that will have the purpose of diffusing such culture in the educational institutions and among the people.

Cited are a few of the other Articles containing some provision relating to education. Article 36 provides that the Catholic religion "will be taught in the public schools, but . . . will not be obligatory . . ." Article 57 obliges parents to "educate, and instruct their children" while Article 74 makes it a duty of industrial enterprises "to establish schools of apprenticeship . . ."

Articles 61, 92, and 95 obligate the State to provide for education of children not otherwise provided for, to develop activities for "medical vigilence to child students," and to create "agrarian credit services or technical institutions that take to the country people and natives the knowledge and resources necessary to establish among themselves scientific systems of cultivation . . ." Article 190 obliges municipalities "to contribute to the promotion and support of education . . ."

Within such legal provisions, the Ministry of Education has jurisdiction over education below the higher education level except for specialized responsibilities assigned to other Ministries. It decides on institutions to be established and maintained. It determines funds to be requested from the National Assembly, allocates those not earmarked in appropriations law, and administers municipal funds for education in amounts determined by law. It establishes study courses and curriculums, decides on methods and time schedules, and issues examinations.

The Ministry determines pupil promotions, grants diplomas, and confers degrees in public institutions and inspects and supervises schools. It sets regulations for teacher training and for school administration, handles employment of school personnel, and fixes their salaries under a staff classification list. Under November 1955 *Resolution No. 568*, private writers are encouraged to enter competition for selection of their books as official secondary school texts. The Ministry itself prepares elementary texts and selects, publishes, purchases, and distributes textbooks. It is responsible for enforcing compulsory school attendance and related child labor law and recommends regulations relating to school construction by the Ministry of Public Works. It is responsible for health examinations and general physical care of school children.

Private schools require chartering by the Ministry of Education. Under Article 78 of the *Organic Law of Education*, "Private secondary schools have the power to be incorporated or independent." The former follow official plans, programs, texts, and regulations and may receive Government subsidy. On passing Ministry examinations, credits and diplomas earned by their students have official standing. The Ministry inspects such schools. It has the power to exercise control over the independent schools which formulate their own courses of study. Most of these independent schools are Catholic institutions. Some receive National subsidy.

The University of Panama was created by *Executive Decree No. 29* of May 25, 1935 and has internal autonomy within framework established by Constitutional Articles 86–88. Its General University Council elects the Rector, chooses members-at-large for the Board of Trustees, and is concerned with university statutes. The Administrative Board on which a Ministry representative sits, handles academic and administrative matters including recommendation of the budget. The Board of Trustees, over which the Minister of Education presides, is concerned with financial matters including the Administrative Board's budgetary recommendation.

In addition to kindergartens and regular elementary and secondary schools, the Ministry operates such National institutions as the Gymnasium, Institutes of Fine Arts and of Music, Library and its branches, Museum, Press, Stadium, and Theater. Funds appropriated to the Ministry finance operations, salaries, and supervision. Ministry research relates to analysis of National education, norms for grading teachers, student ability, student living conditions, and the like.

In the international field, the Ministry of Education recommends candidates to the Ministry of Foreign Relations for delegations to appropriate intergovernmental conferences and briefs selected delegates on education policy. *Law No. 23* of October 11, 1949 authorized membership in UNESCO and established a National Commission for Cooperation with UNESCO with the Ministry of Foreign Relations providing the Secretariat. The Minister of Education is the Chairman. By March 7, 1950 Commission decision, its headquarters are at the University of Panama. Ministry units also cooperate with UNESCO.

Under *Law No. 28* of September 4, 1946, the Inter-American Cooperative Service in Education (Servicio Cooperativo Inter-Americano de Educación) was established for technical assistance on a bilateral basis. In addition to participation in this program, the Ministry cooperates with the National Commission for Coordination of Technical Assistance Programs established by *Decree No. 219* of July 18, 1957 to determine Government priorities and coordinate multilateral and bilateral aid.

Administration

Laws are published in the *Official Gazette (Gaceta Oficial)*. Laws, norms, regulations, and instructions flow from the Minister of Education to school administrators and teachers through the Technical Director and the appropriate Ministry office. Direct contact with schools is maintained by inspectors. Suggestions and recommendations reach the Minister through the National Council of Education, professional and other groups, and private citizens. The Ministry encourages formation of independent Parent-Teacher organizations which also make recommendations. A National Federation of Parent-Teacher Associations was formed in 1956.

Republic of Paraguay

República del Paraguay

**December 8, 1958*

THE REPUBLIC OF PARAGUAY has a unicameral Chamber of Representatives to exercise legislative power, a court system to exercise judicial power, and a President as head of State who exercises executive power with assistance of a Council of State (cabinet). According to Article 62 of the 1940 Constitution, the Council of State includes Ministers of the Executive Branch and others representing specified public and private interests such as the Rector of the National University, the Archbishop of Paraguay, and a business representative. The Nation is a unitary State in which—according to Article 3 of the Constitution—"The religion of the State is the Roman Catholic Apostolic . . ."

Official Bodies Concerned With Education

Within the Executive Branch of Government, the Ministry of Education and Worship (Ministerio de Educación y Culto) is the principal body controlling public education and exercising Government functions in this field. Other Ministries have responsibilities for certain specialized forms of education.

Agricultural schools fall under the Ministry of Agriculture and Livestock except for the secondary level National School of Agronomy which is under the Faculty of Agronomy and Veterinary Medicine of the National University of Asunción. The National University—the only university in the Republic of Paraguay—is a public institution which, under law, is autonomous in its administration. The Ministry of Defense controls military schools. The Ministry of Finance operates a School of Customs Administration. The School for Police Training is under the Ministry of Interior. The Ministry of Public Health and Social Welfare operates the Paraguayan School of Social Work, a higher education institution offering training for social welfare workers, midwives, and dieticians.

The Constitutional basis for the Ministry of Education and Worship is Article 59 which states that ". . . The law shall determine the number and the functions of the ministries . . ." The *Organic Law* of August 13, 1943 provided for a separate Ministry of Education and Worship while *Decree-Law 387* of September 20, 1943 set forth the Ministry's basic functions. *Decree-Law 9470* of July 9, 1945 amplified its functions. Prior to 1943 education came under a combined Ministry of Justice, Worship and Public Instruction established in conformity with the Constitution of 1870 when the first Ministry came into being which included the field of education in its name.

Under paragraph 7 of Article 51 of the Constitution, the Minister of Education and Worship (Ministro de Educación y Culto) like all Ministers, is chosen by the President of the Republic, serves at his pleasure, and is responsible to him. Article 60 provides that a Minister must be a native born citizen, have reached 30 years of age and "enjoy a widely accepted reputation for trustworthiness and conversance with public affairs." Under Article 75, he may not serve as a member of the Chamber of Representatives while forming part of the Executive Branch. By virtue of his Ministerial position, he is a member of the Council of State. As such, he participates with other members in giving advisory assistance to the President, confirming Presidential appointments, and serving as a tribunal to judge members of the Supreme Court.

Organization

The Ministry of Education and Worship is organized under the Minister and an Under Secretary into Departments, Directorates General, and Sections. In general, their names indicate respective areas of responsibility. Under the reorganization of February 8, 1957, there are Departments of (1) Administration, (2) Fundamental Education, (3) Primary Education, (4) Normal Education, (5) Secondary and Professional Education, (6) Higher Education and Cultural Extension, (7) Physical Education, (8) Educational Statistics, (9) Psycho-pedagogical Research, and (10) School Construction. The Directorates General are (1) Music (musical education in the schools and general promotion of musical culture in the country) and (2) National Libraries, Archives, and Museums. Sections include (1) Information, (2) Library and Records, (3) Payroll, (4) Personnel, (5) Registry of Intellectual Rights (copyright), (6) Teachers Salaries, and (7) Worship.

Attached to the Ministry are Councils of Primary and Normal Education and of Secondary and Professional Education. Each is composed of various Ministerial and school officials and also includes in its membership a representative of the Ministry of Public Health and Social Welfare and a person who represents parents. These councils have general advisory responsibility in educational matters in their respective fields. There also is a National Council of Sports with advisory functions and with responsibility for the promotion and control of National sports and athletic programs outside the schools.

Authority, Responsibility, and Functions

Article 10 of the Constitution provides that:

> Primary education is obligatory and free. The Government shall develop secondary, professional, and university instruction.

Article 11 states that "the moral, spiritual, and physical education of youth, are fundamental duties of the State." Article 20 states that ". . . The regulation and inspection of instruction is a charge of the State." In keeping with these Constitutional provisions, the *Organic Law* of 1943, *Decree-Law 387* of 1943, and *Decree-Law 9470* of 1945, the Ministry of Education and Worship has general control over educational institutions and activities in the Nation with the exception of the National University and those specialized schools maintained by other Ministries.

This control includes administration and operation of public schools at primary and secondary levels, including vocational, normal and physical education schools; training of teachers and administration pertaining to teaching and school personnel; determination of curriculums and examinations; physical education and health care of students; inspection of schools and their educational programs; granting of diplomas and degrees; financing, construction, and administration of school buildings; and selection of textbooks and teaching materials. The Ministry also is responsible for programs of fundamental education, including literacy training.

In general, private schools are subject to Ministry control with respect to such regulations as those on adherence to official curriculums and programs of study leading to official examinations and to certificates and diplomas granted by the Ministry. This control is exercised through Ministry supervisors (inspectors).

The Ministry is charged by law with promoting the general cultural, literary, scientific, and artistic development of the country and protecting its historic, artistic, and cultural treasures. To this end, it administers the National Archives, Library, and Museums, and engages in programs of cultural extension, exchange, and publication. It also has responsibilities for promoting musical culture.

With establishment of the Department of Psycho-pedagogical Research in the Ministry in 1957, the Ministry is responsible for conducting research on educational problems.

The Ministry exercises joint responsibility with the Ministry of Foreign Affairs for international educational and cultural relations and exchange. It is the channel through which technical cooperation with other Governments and intergovernmental organizations is administered in the Nation in the field of education. The Minister serves as Chairman of the Paraguayan National Commission for Coöperation with UNESCO, an advisory body with a permanent secretariat.

Administration

Policies, rules, regulations, and directions of the Ministry are brought to the attention of administrators, teachers, and others directly concerned, through decrees, resolutions, letters, and memorandums. Direct personal contact with local schools for purposes of administrative control is maintained through a zone system of supervisors for each level or branch of education. The supervisors report directly to the Ministry.

Suggestions and recommendations by professional groups may be made at meetings convoked by the Ministry relative to planning, developing, and financing the educational program. Through Parent-Teacher Associations organized in some communities, the views of private citizens on educational and school matters may be presented to the Ministry. There is a Parents' Representative on each of the councils which advise the Minister and make recommendations on National educational policy—the Council of Primary and Normal Education and the Council of Secondary and Professional Education.

Republic of Peru

República del Perú

**March 1, 1959*

UNDER THE CONSTITUTION of 1933 as amended, the Republic of Peru is a unitary State consisting of "departments, provinces, and districts" in which "the State protects the Catholic, apostolic and Roman religion." Legislative power is vested in Congress (Chamber of Deputies and Senate), judicial power in tribunals and courts, and executive power in the President elected by direct suffrage as head of State. Assisting the President is a Council of Ministers consisting of a Chairman (appointed and removed by the President) and the other Ministers of State.

Official Bodies Concerned With Education

Article 71 of the Constitution provides that "The technical direction of education devolves on the State," while Article 156 states that the law determines the number, names, and administrative departments of Ministries. Under Article 180, each Ministry has "one or more consultative commissions composed of Peruvian citizens who are specialists in the branches of the administration in question," with the law determining organization and functions.

These Constitutional provisions are implemented by *Law No. 8124* of October 5, 1935 establishing the Ministry of Public Education (Ministerio de Educación Pública), the *Organic Law of Education* (No. 9359) of April 1, 1941 as modified, and other laws. Under Articles 5 and 8 of the *Organic Law*, educational functions, except those related to military training, devolve "exclusively on the Ministry of Public Education" with the Minister of Public Education (Ministro de Educación Pública) as chief executive.

Separate laws place (1) responsibility for military schools in the Ministry of War and (2) responsibility for direct administration of specified institutions under other authorities with the Minister of Public Education being Chairman of their Superior

Councils. For example, the National School of Agriculture and the National Veterinary School are under the Ministry of Agriculture, the School of Social Service under the Ministry of Public Health and Social Welfare, and the School of Engineering under the Ministry of War.

The Ministry traces its beginnings to an organic outline for education issued on February 28, 1822 after independence was proclaimed on July 28, 1821. On November 12, 1823, the State assumed control of educational functions formerly under church and private auspices. Education was declared to be "a common necessity" with the Republic having "obligation to impart it to all individuals, regardless of class distinctions" and a Department of Studies (Dirección General de Estudios) was created.

In 1826, a General Education Inspection Department was established by the Chairman of the Council followed by the 1828 Constitutional provision for Departmental Councils to supervise schools throughout the Republic. A General Department of Public Instruction was created and, by Decree of November 28, 1836, *Educational Rules and Regulations* were issued during the days of the Peruvian-Bolivian Confederation.

After dissolution of the Confederation, the 1839 Constitution set forth a central administration for education. The *Education Law* of July 14, 1850 provided for the educational reorganization promulgated in 1855 which formed the basis for the *General Public Education Regulations* of May 18, 1876. The latter took account of earlier legislative changes and made primary instruction compulsory for children and adults.

A November 3, 1886 *Supreme Decree* modified the 1876 regulations. Education came under the Minister of Justice, Instruction, Worship and Welfare. Influenced by 1876 and 1886 provisions, new regulations proclaimed on March 9, 1901 specified educational entities and duties of officials. An amendment of December 5, 1905 marked State resumption of direction of public education while a July 30, 1920 *Law* established the National Educational Council, the Department of Education, and other bodies.

A *Supreme Decree* of December 31, 1921 set forth regulations for various levels of education and for the fixing of salary scales. After the *Escalante Amendment* of 1930, a *Supreme Resolution* of March 23, 1935 again placed the Minister in charge. With *Law No. 8124* in 1935, the Department of Education of the Ministry of Justice, Instruction, Worship and Welfare became the separate Ministry of Public Education.

Under Article 158 of the Constitution, Ministers of State (including the Minister of Public Education) are appointed and removed by the President of the Republic "on the proposal and with the agreement, respectively," of the Chairman of the Council of Ministers. Term of office is indefinite. It may extend for the 6-year term of the President or be terminated earlier.

According to provisions included in Articles 119 and 167–74, members of Congress may request Ministers to provide data deemed necessary in Congressional work. The Chairman of the Council of Ministers attends each Chamber of Congress with other Ministers when he assumes office "and shall explain the general policy of the executive power." The Council or individual Ministers may attend sessions of Congress or either Chamber and participate in debates. Attendance is obligatory when either Chamber calls the Council or individual Ministers "to interpellate them." The President is required to accept the resignation of a censured Minister. The "non-approval of a ministerial initiative" requires the Minister's resignation only when he makes "approval a matter of confidence."

Under Article 160, the Minister of Public Education must "have the same personal qualifications as to be a deputy;" namely, according to Article 98: To be a Peruvian by birth, to enjoy the right of suffrage, to be at least 25 and "a native of the department to which the electoral circumscription belongs or to have had in it three years' continuous residence." Articles 53 and 100 preclude the Minister from being a member of a political party "of international organization" and from being a member of the clergy. Articles 175 and 176 provide that the "exercise of the functions of a deputy or senator is not suspended while he exercises charge of a ministry" and "ministers may not exercise any other public function, or any professional activities" and "shall not intervene . . . in the direction or management of any private undertaking or association."

The Minister of Public Education reports to the Executive and to the Legislative Powers. In meetings of the Council of Ministers, the Chairman is his immediate superior officer; in the internal management of the Ministry, the President (who appoints directors general, regional directors, and other Ministry officials) is his immediate superior. As a member of the Council of Ministers, the Minister of Public Education shares in collective responsibility and is individually responsible to the Legislative Power.

Organization

In addition to the Minister's Secretariat and advisory and consultative bodies such as the Peruvian National Commission for

UNESCO, the National Council of Education (Consejo Nacional de Educación), and the Peruvian-North American Cooperative Service (Servicio Cooperativo Peruano-Norteamericano de Educación), the Ministry includes 3 major parts: (1) The General Secretariat with a Legal Office, a Controller General's Office, and a Department of Matriculation, Examinations, and Scholarships; (2) the Department of Inspection headed by a Director General of Education with 3 Regional Directors (for the north, central, and south of the Republic) and a unit for Inspection of Private Institutions; and (3) Departments with units charged with related technical and administrative services. Departments are in the following areas:

Primary Education
Rural Education and Literacy
Secondary Education
Technical Education
Normal and Special Education
Physical Education and Recreation
Cultural, Archaeological, and Historical
Equipment and Supplies
Personnel and Statistics
Real Estate, Revenues, and School Construction, and
School Finance.

The National Council of Education, appointed by the President and presided over by the Minister of Public Education, functions as an advisory and policy formulating body. It is composed of seven members representing different levels of education.

Authority, Responsibility, and Functions

General policy on education is provided in Articles 71–83 of the Constitution. Technical direction devolves on the State. Primary instruction is "obligatory and free;" at least one school must exist "where the school-going population amounts to thirty pupils." Schools "functioning in industrial, agricultural, or mining centers" are to be maintained by the "respective proprietors or undertakings;" the State promotes education above the primary level "with a tendency to free education." Each Department of the country shall have "at least one school of an industrial scope" and the "State promotes the technical education of workers." It also "promotes and contributes to the maintenance of pre-school and post-school education, and of schools for backward and abnormal children."

Moral and civic education is obligatory. The "State guarantees the liberty of the professorate;" professorship "is a public career and gives right to the emoluments which the law fixes." Treasures of an archaeological, artistic, and historic nature "are under the guardianship of the State;" and the "law shall indicate the minimum amount of the revenue destined for the maintenance and diffusion of education and the proportion in which it must annually be increased." Article 178 provides that "Each minister directs, in conformity with the general policy of the executive power, the subjects within the competence of his respective ministry."

Within this general framework and the specific framework of the 1941 *Organic Law of Education* and other laws, the Minister of Public Education exercises jurisdiction over public and private education. He promotes education and implementation of official provisions relating to education while the Ministry acts as an executive board for public and private education and related legal matters.

The Ministry plans the Education Section of the National Budget. In accordance with Congressional appropriations and executive procedures, it allots funds for education expended by Departments, Provinces, and districts. The Minister recommends to the President the appointment of ranking staff in education and has immediate authority over public school officials.

Subject to review by the Director General of Education in charge of the Department of Inspection, Regional Directors are charged with administering primary and secondary education, including appointment and removal of assistant inspectors, directors of schools, and teachers. They supervise school budgets and methods of teaching and prepare courses of study. The Minister approves study plans, programs, and the purchase of textbooks for public schools below the higher education level. He also approves distribution of scholarships, makes arrangements for interchange of professional personnel, and validates professional titles awarded by technical directors in the Ministry.

Technical departments deal with student efficiency evaluation, promotions, diplomas, vocational instruction, professional training and standards for professional work in education, enforcement of compulsory school attendance, plans for school construction, and maintenance of schools. The Rural Education and Literacy Department conducts the National campaign against illiteracy and provides for adult education.

Under Constitutional mandate vesting technical direction of education in the State and under the 1941 *Organic Law of Education* as amended, the Ministry has authority over private schools. In general such schools have internal operating autonomy within framework of law and regulation permitting them to establish ir own study schedules consistent with official curriculums, pro- ed the Ministry is informed of their action. Conformance with and regulation is checked by the unit concerned with private ools in the Department of Inspection.

legional directors of the Department of Inspection authorize opening of private primary and secondary schools (colegios) l grant official recognition when these schools furnish statutes sistent with National provisions and any fees charged are med appropriate. A few schools—such as those doing work foreign languages—are exempted by the Ministry from follow- official curriculums. Under specified conditions, the 1941 *Law* horizes Government subsidy to private schools. The Minister Public Education validates professional titles granted by private titutions.

At higher education level, the Ministry is charged by the 1941 *w* with guaranteeing operational autonomy of universities and er institutions of higher learning. It includes the recommended nual subsidy for higher education in the Education Section of tional Budget proposals. After Executive approval and Con- essional appropriation, funds are allotted through the Ministry Public Education.

The Ministry has authority to operate schools. It delegates most it to directors and other administrative authorities throughout country. Under its various divisions, the Cultural, Archaeo- ical, and Historical Department has charge of National institu- ns such as the Academy of Music, Library, School of Fine Arts, eater, and Symphony Orchestra; National Museums such as ose of Anthropology, Archaeology, and Italian Art; and regional iseums.

By law, the Ministry prepares economic studies on financing of ecutive programs for inclusion in National Budget proposals. its educational research, the Ministry completed a 2-volume lucation Inventory (*Inventario de la Realidad Educativa del ru*) in 1957 as a basis for additional studies such as those on rmulation of a new organic law, Ministry organization looking ward decentralization of the educational system, training of rsonnel, and school requirements.

While retaining responsibility for relationships with other Gov- nments and with intergovernmental organizations, the Ministry Foreign Affairs consults with the Ministry of Public Education matters pertinent to education and culture. Under instructions om the Minister of Public Education and with assistance from technical departments and from Study Commissions appointed by the Minister, an External Relations Section in the Ministry's General Secretariat handles preparations for international conferences and projects concerned with matters in the Ministry's fields of competence.

The Peruvian National Commission for UNESCO, composed of representatives of Peruvian education, science, and culture, was established in the Ministry by *Supreme Decree* in October 1947. The Ministry has direct responsibility for relationships with multilateral and bilateral educational and cultural programs within the Nation. In most cases, it contributes financially toward maintenance of those organizations concerned with technical assistance.

Administration

Through the Ministry's *Official Educational Gazette* (*Gaceta Oficial de Educación*) and its *Bulletin of Educational Reform* (*Boletín de la Reforma Educativa*), Supreme Decrees and Resolutions and Ministerial and Directors' Resolutions are transmitted to education officers in the Republic. Teachers receive Circulars, Official Letters, and pertinent resolutions. Primary and secondary school magazines issued by the Ministry reprint legal regulations applicable to the particular level.

Advisory Councils on Education make recommendations related to the Ministry's Departments concerned with the various levels of education. Suggestions also are presented by professional organizations as an outgrowth of their congresses, conventions, and seminars, or in response to requests from the Ministry. The 1941 *Organic Law of Education* authorizes direct participation in school activities (as distinct from intervention in administrative matters) by parents, neighbors, and community authorities. Implementing this authority is the School Organization (Patronatos Escolares) being established throughout the Republic of Peru to provide organizational machinery for social, cultural, and economic cooperation by the school, the home, and the community. Education Councils of School Student Associations also make suggestions to the Ministry.

An autonomous Teachers Mutual Insurance Office consists of representatives of teachers associations and a representative of the Ministry of Public Education. It offers life insurance and hospital and medical assistance, and makes loans to members to help with training, publication of material, illness, and other needs.

Republic of the Philippines

República de Filipinas

January 11, 1960

PROCLAMATION of the independent Republic of the Philippines occurred on July 4, 1946. The Nation's 1935 Constitution as amended, provides for an elected Congress with a House of Representatives and a Senate to exercise legislative power and a Commission on Appointments to act on certain Presidential nominations. Congress is charged with "taking steps toward the development and adoption of a common national language based on one of the existing native languages." English and Spanish continue as "official languages" until "otherwise provided by law."

Executive power is vested in the President of the Philippines "elected by direct vote of the people." Among his duties are "control of all the executive departments, bureaus, or offices," and "general supervision over all local governments as may be provided by law." Judicial power rests in "one Supreme Court and in such inferior courts as may be established by law."

Official Bodies Concerned With Education

The Department of Education (Departamento de Educación) functions under the Secretary of Education (Secretario de Educación) who reports to the President Antecedents of this Department trace back to the era of Spanish rule when a December 20, 1863 *Decree* outlined a plan for primary instruction. The Governor-General of the Islands was ex officio President of the Superior Commission of Public Instruction and the Archbishop was one of the members. In practice, schools usually were controlled by religious orders. After the Spanish-American War, sovereignty passed to the United States of America under the December 10, 1898 *Treaty of Paris* which was proclaimed on April 11, 1899.

The President of the United States of America appointed a 5-member study Commission on January 20, 1899. Its *Report*, dated January 31, 1900, recommended inter alia that "Thorough supervision of the schools of the archipelago should be provided for under a secretary or commissioner of education." On February 6, 1900, the President appointed the United States Philippine Commission to establish civil government. The military Superintendent of Schools turned over his duties to a civilian on May 5, 1900. Effective September 1, 1900, the title of the position was General Superintendent of Education.

Commisison Act No. 74 of January 21, 1901, established the Department of Public Instruction headed by a General Superintendent of Public Instruction appointed by the Commission. It set forth a plan of public education under centralized administration with the archipelago divided into School Divisions and with free primary instruction in schools established and maintained under the Act. By amendatory *Commission Act. No. 477* of October 8, 1902, "a Bureau of Education for the Philippine Islands, under the executive control of the Department of Public Instruction," was established with "central office" in Manila.

The General Superintendent of Public Instruction became "Secretary of Public Instruction." The General Superintendent of Education [later called Director of Education] "appointed by the Civil Governor, with the advice and consent of the Commission," headed the Bureau and assumed operating responsibility for control of public schools. Among his duties was responsbility to "fix a curriculum for primary, secondary, and other public schools." The Act provided for extension of free schooling by stating that "all secondary instruction in the schools established by the several provinces shall be free at least to the pupils resident in the provinces in which the schools are established."

Public Law No. 240 of August 29, 1916, provided for abolition of the Commission on establishment of an elected Philippine Legislature. It vested "supreme executive power" in the Governor General of the Philippine Islands and provided for a Vice Governor with both being "appointed by the President, by and with the consent of the Senate of the United States." The Vice Governor was designated to head the Department of Public Instruction with its Bureau of Education and Bureau of Health. Other Bureaus were transferred to the Department of the Interior "until otherwise provided by the Philippine Legislature." This Act authorized the Legislature to "increase or abolish any of the executive departments, or make such changes in the names and duties thereof as it saw fit." *Public Law No. 127* of March 24, 1934, authorized the steps which led to the February 8, 1935 Constitution and the November 15, 1935 establishment of the Commonwealth Government.

Education in the Philippines then came entirely under Commonwealth control.

Japanese Imperial Forces invaded the Islands on December 8, 1941. The Commander-in-Chief issued *Order No. 2* on February 17, 1942—*Instructions Concerning the Basic Principles of Education in the Philippines*—"To make the people understand the position of the Philippines as a member of the East-Asia Co-Prosperity Sphere" and for other purposes. In reorganization of the Government, a Department of Education, Health and Public Welfare was established and given authority to reopen schools.

An *Instruction*, dated June 1, 1942, authorized reopening of elementary schools subject to Department approval; another on August 22, 1942, the reopening of agricultural and medical colleges of the University of the Philippines; and another, on October 2, 1942, the reopening of secondary and private schools. World War II conditions prevented most postelementary schools from reopening at that time. With October 15, 1943 reorganization, a Ministry of Education took over educational functions.

The Filipinos were joined by United States Forces on October 14, 1944. By February 27, 1945, the Commonwealth Government was restored in Manila and the Department of Public Instruction and Information [later Department of Instruction] replaced the Ministry of Education. Fifteen months after independence, the Government was reorganized under the President's *Executive Order No. 94* dated October 4, 1947. The Department of Education was clothed with responsibility for executive supervision over the Bureau of Education, Institute of National Language, National Library, National Museum, Office of Adult Education, Office of Private Education, and the Philippines Historical Committee.

Other Executive Departments of the Government such as the following have specialized functions in education relating to their particular areas of competence:

Foreign Affairs—handling diplomatic educational and cultural relations with other Governments and with intergovernmental organizations, and

National Defense—controlling Air Force schools and the Philippine Military Academy and supervising several high schools for enlisted personnel of the Armed Forces.

There also are such National entities in education as the Board of National Education, the UNESCO National Commission of the Philippines, and institutions of learning having National Charters. Separate organizational *Acts* name the Secretary of Education as Chairman of the governing board of each such entity.

The Secretary of Education is appointed under Article VII, Section 10 (3), of the Constitution whereby "The President shall nominate and, with the consent of the commission on appointments, shall appoint the heads of the executive departments and bureaus . . ." Term of office of the Secretary of Education is indefinite and at the pleasure of the President. Article VI, Section 16, relating to Representatives and Senators, precludes heads of executive departments from simultaneous service in the Legislative Branch. Section 24 states that such heads, "upon their own initiative or upon request of either house, may appear before and be heard by such house on any matter pertaining to their departments unless the public interests shall require otherwise and the President shall so state in writing."

Article VII, Section 11 (2), prohibits "practice of any profession" or intervention in "management or control of any private enterprise which in any way may be affected by the functions of their office" and prohibits financial involvement "in any contract with the government, or any of its subdivisions or instrumentality thereof." Article XIV, Section 2, requires public officers to "take an oath and defend the Constitution." Under law, heads of executive departments must be citizens who have resided continuously in the Republic during the 3 years preceding appointment and who are not less than 30 years of age.

Organization

The 15-member Board of National Education is the top policy formulating body in education. The President, with consent of the Commission on Appointments, names 8 members—one each to represent agriculture, industry or management, labor, Mohammedan or other cultural minorities, National Catholic Educational Association of the Philippines, Philippine Association of Christian Schools and Colleges, Philippine Association of Colleges and Universities, and the teaching profession—for a 4-year term. The Secretary of Education—or, in his absence, the Undersecretary of Education—is the Chairman with responsibility "To execute or implement decisions of the Board, and to see to it that the educational policies approved by the Board are duly complied with and followed by all schools." Six ex officio members are the Chairmen of the Committee on Education in the House of Representatives and in the Senate; the Chairman of the UNESCO National Commission of the Philippines; the Directors of Public and of Private Schools; and the President of the University of the Philippines.

Members serve in an honorary capacity without remuneration. Traveling expenses to and from Board meetings are authorized. The Board appoints its Secretary and "may request for the detail in its office of such personnel as it may need from the Department of Education or any Bureau or Office under it." It is assisted by a Technical Staff composed of a Chief Educational Planning Analyst, three Senior Educational Planning Analysts, three Educational Planning Analysts, three Consultants, and clerical helpers. It has standing committees such as those on Adult Citizenship Education, General Objectives, the various levels and types of education from elementary through higher education, and School Finance.

Also attached to the Department of Education for administrative purposes is the Board on Textbooks. Its five members are appointed from among citizens and by the President with consent of the Commission on Apointments. They serve without compensation and for a 6-year term. The Board examines and approves textbooks for use in public and private schools.

In executive supervision of the Department, the Secretary of Education is assisted by an Undersecretary and executive assistants. The Office of the Secretary includes Administrative, Budget and Finance, Legal, Personnel, and Records Divisions. Major organizational segments of the Department are listed below with an indication of their responsibilities:

Bureau of Public Schools—controlling and supervising adult education, public schools, and "non-charter" public colleges through the Director of Public Schools, an Assistant Director for General Education and another for Vocational Education, with their staffs at headquarters, and field personnel including (1) Division and City Superintendents of Schools, field supervisors, school principals, and teachers; and (2) Superintendents of National Schools and their staffs

Bureau of Private Schools—regulating and supervising private schools and private institutions of higher learning, with assistance of a field staff of Regional Superintendents and supervisors

Bureau of Public Libraries—controlling, maintaining, and regulating public libraries

Institute of National Language—undertaking projects pertaining to development and propagation of a National (Filipino) Language

National Museum—looking after National relics and public museums, and the like; and

Philippines Historical Committee—looking after maintenance, marking, and preservation of historical places, landmarks, and monuments.

Authority, Responsibility, and Functions

Basic policy on education stems from the following Constitutional provisions:

> Article VI, Section 22(3). . . . all lands, buildings and improvements used exclusively for religious, charitable, or educational purposes shall be exempt from taxation.
>
> Article XIV, Section 5. All educational institutions shall be under the supervision of and subject to regulation by the State. The government shall establish and maintain a complete and adequate system of public education, and shall provide at least free public primary instruction, and citizenship training to adult citizens. All schools shall aim to develop moral character, personal discipline, civic conscience, and vocational efficiency, and to teach the duties of citizenship. Optional religious instruction shall be maintained in the public schools as now authorized by law. Universities established by the State shall enjoy academic freedom. The State shall create scholarships in arts, science, and letters for specially gifted citizens.

Acts as amended, Executive Orders, and implementing Department of Education Orders spell out details. Among such issuances are:

Commission Act No. 74 (January 21, 1901) laying the foundation of the public school system

Commission Act No. 1870 (June 18, 1908) providing for the University of the Philippines as the first Charter institution at higher education level

Legislative Act No. 2706 (March 10, 1917) known as the *Private School Law*

Legislative Act No. 3377 (*Vocational Education Act of 1927*, December 3) and *Republic Acts No. 175* (June 20, 1947) and *No. 364* (June 9, 1949) providing for vocational education

Commonwealth Acts No. 80 (October 26, 1936) and *No. 180* (November 13, 1936) creating, respectively, the Office of Adult Education and the Office of Private Education

Commonwealth Act No. 586 (*Educational Act of 1940*, August 7) providing for revision of public elementary education and for financing at the National level, and *Republic Act No. 896* (*Elementary Education Act of 1953*, June 20) declaring policy and authorizing further revision with Grades I–IV as the primary course and V–VII as the intermediate course. [As adopted, the recommendation of the Board of National Education deferred "indefinitely" the restoration of Grade VII in public schools.]

Republic Act No. 139 (June 14, 1947) reorganizing the Board on Textbooks

Executive Order No. 94 (October 4, 1947) providing for reorganization of the Government

Republic Act No. 621 (May 26, 1951) creating the UNESCO National Commission of the Philippines [in lieu of *Republic Act No. 176* of June 20, 1947 approving an earlier Commission]

Republic Act No. 709 (June 5, 1952) extending cultural aspects of education through the teaching of Spanish in public and private schools, colleges, and universities

Republic Act No. 1124 (June 16, 1954) creating the Board of National Education, and

Department of Education Order No. 1, s. 1957 (January 17) prescribing *The Revised Philippine Educational Program (Elementary and Secondary).*

Within the legal framework, the Board of National Education recommends educational goals and policy. The Department of Education has operating control as well as supervisory authority over public schools except for (1) schools under the Department of National Defense, and (2) institutions of learning operating under National Charter (such as the Central Luzon Agricultural College, Mindanao Agricultural College, Mindanao Institute of Technology, Philippine College of Commerce, Philippine College of Arts and Trades, Philippine Normal College, Samar Institute of Technology, and the University of the Philippines).

Specifically, for public schools under its jurisdiction, it has authority to (1) establish schools, (2) provide the educational budget estimates for Congressional action, (3) establish or revise courses of study, curriculums, and school schedules after Board of National Education recommendation, (4) control methods of teaching, (5) regulate training and employment of school personnel, (6) generalize the experiment begun in June 1958 to implement compulsory education through Grade VI in keeping with *Republic Act No. 896*, (7) act on construction plans and regulate maintenance of school buildings, (8) provide school health and health education programs in cooperation with the Department of Health, (9) provide guidance and testing services, (10) regulate pupil promotions and the granting of diplomas of graduation and degrees, (11) recognize schools, and (12) conduct research.

The Department of Education supervises private educational institutions for compliance with Acts and Department Orders relating to private education. Non-charter State schools at secondary and higher levels (including the regional teacher education normal schools) come under Department control while Charter institutions are controlled by the Board of Regents (for the University of the Philippines) or the Board of Trustees (for a State college) according to the enabling Act (and any amendments) relating to the particular institution.

Through the Bureau of Public Schools, the Department operates public schools and colleges under its jurisdiction. It operates or supervises cultural establishments such as public libraries and museums. Department research relates to community schools, curriculums, language of instruction, student and teacher welfare, textbooks, and the like.

BEST COPY AVAILABLE

Courtesy, Department of Education, Republic of the Philippines

These young Filipinos in an industrial arts shop in a city school are following a course recommended by the Board of National Education and established by the Department of Education in the Republic of the Philippines.

The UNESCO National Commission of the Philippines has 30 members appointed by the President with consent of the Commission on Appointments. Some represent Government bodies such as the Department of Foreign Affairs, the Bureau of Public Schools, and the University of the Philippines. Others represent nongovernmental bodies such as the Art Association of the Philippines, the National Music Council of the Philippines, and the UNESCO-Philippine Educational Foundation. The Commission acts as a liaison agency between the Government and UNESCO and serves as the connecting link with the catalytic body for organizations in the Nation which are interested in education, science, and culture. In addition to an Executive Committee, it has Educational, Scientific, and Cultural Committees concerned with studies in these fields and with fostering cultural missions to and from the Republic of the Philippines.

The Department of Education cooperates with intergovernmental and other international organizations concerned with education and culture and with related technical assistance programs.

For example, it answers questionnaires from IBE and participates in UNESCO's Associated Schools Project in Education for International Understanding. It carries out the Secondary Education Improvement Project and the Vocational Education Rehabilitation Project with assistance of the National Economic Council of the Philippines and the International Cooperation Administration of the United States of America. It has introduced the school milk and meals program with UNICEF and CARE assistance. Through the Bureau of Public Schools, a deworming project was undertaken with facilities donated through CARE to the people of the Philippines by the people of the United States of America, medical supplies for 2 years of operation furnished by various pharmaceutical firms in the archipelago, and the Philippine Government shouldering operating expenses.

Administration

Acts appear in English and Spanish editions of the *Official Gazette* (*Gaceta Oficial*). Department Orders and implementing Congressional Acts and Executive Orders of the President are transmitted through Circulars issued by the Bureau Directors to Division and other Superintendents and on to others concerned. The Department and its Bureau of Public Schools also issue bulletins and memorandums such as *The Organization and Operation of the Community Centered School*, official publications such as the *School News Review* of the Bureau of Public Schools, and studies. Other mediums are used—conferences and seminars (like those on teacher education), press releases, and radio addresses—to inform school personnel and the public.

Recommendations and suggestions reach the Department through the Board of National Education and other advisory organs, conferences held by the Department, letters, memorandums from the field, parent-teacher associations and other groups (which also help finance and promote the school lunch program), personal interviews, and resolutions (including those made by voluntary educational associations and other organizations).

Polish People's Republic

Polska Rzeczpospolita Ludowa

*October 18, 1958

THE POLISH PEOPLE'S REPUBLIC is a unitary State of 19 administrative Regions.

Official Bodies Concerned With Education

Education is controlled or supervised by the Ministry of Education (Ministerstwo Oświaty) and the Ministry of Higher Education (Ministerstwo Szkolnictwa Wyższego). There also are education departments functioning at the provincial, district, municipal, and borough levels of Government. To guide educational policies and assist education Ministries, a Commission for Science and Education, subordinate to the Central Committee of the Polish United Workers Party, was established in February 1957.

The first "Ministry of Education" in Europe was the Commission for Public Education which functioned in the Kingdom of Poland from October 14, 1773 until 1794 when Departments of Public Education and Instruction were established in Warsaw and Vilno. From the partitioning which eliminated her sovereign status in 1795 until 1918 when the Nation regained independence, administration of schools was taken over by the annexing Austrian, Prussian, and Russian powers.

From rebirth of the Polish Nation until outbreak of World War II in 1939, the central agency was called the Ministry of Religious and Public Education. Based on *Law* of December 31, 1944 on establishment of the Provisional Government of the Polish Republic, the Department of Education under the wartime Polish Committee for National Liberation was transformed into the Ministry of Education on January 1, 1945. The Ministry of Higher Education was established by *Law* of April 26, 1950 to assume supervision of higher academic institutions except those for training of secondary school teachers of subjects of a general education nature which remained under administration of the Ministry of Education.

Ministries of Agriculture, Coal Mines, Culture and Art, Forestry and the Lumber Industry, Health, Heavy Industry, Justice, Labor and Public Welfare, Navigation, Railways, and Religion, and the Central Administration of Labor Cooperatives, the Central Office of Agricultural Cooperatives for Peasants' Self-Help (Samopomoc Chlopska), and the Central Committee for Physical Culture administer schools in their respective fields under the educational supervision of the Ministry of Education.

Under Article 29 of the Constitution of 1952, the Minister of Education (Minister Oświaty) as a member and the Minister of Higher Education (Minister Szkolnictwa Wyższego) as an ex officio member, are appointed to or dismissed from the Council of Ministers (Cabinet of Government in power) by the Legislature (Sejm) on recommendation of the immediate superior officer—the Chairman of the Council of Ministers (Prime Minister). Between sessions of the Legislature, the Council of State takes action. The law does not specify length of term or specific qualifications for Ministerial positions. The Ministers of Education and of Higher Education also serve as Deputy Chairmen of the Commission for Science and Education.

Organization

The Ministry of Education, like other Ministries, has a Board operating under chairmanship of the Minister. On the Board are top officials of the Ministry. Some serve by virtue of their position —Minister, Deputy Ministers, and Directors General. Others are appointed (and dismissed) by the Chairman of the Council of Ministers. Board decisions approved by the Minister are binding on lower Ministerial units.

Names of units in the Ministry reflect areas of responsibility: The Minister's Staff of four divisions for dealing with other State organs, local government authorities, foreign institutions, and persons seeking settlement of grievances; the Central Bookkeeping Office; the Central Administration of the Industry Engaged in the Production of Teaching Aids; the Chief Inspector of School Hygiene and Safety on the Job; the Chief Inspector of Employment of Graduates from Vocational Schools; the Autonomous Department of Agricultural Schools; the Autonomous Divisions of

Recreation, School and Pedagogical Libraries, and Supervised Vocational Training; the Budget and Planning Divisions; and the following Departments:

Administrative and Supply
Adult Education
Construction and Communications (vocational schooling)
Curriculums and Textbooks for Vocational Schools
Curriculums and Textbooks on Pedagogical and General Education Subjects
Educational Institutions and Special Schools
Farm Economy and Food Processing (vocational schooling)
Heavy Industry Schools
Investment (school construction, remodeling, and repair)
Personnel
Physical Education
Preschool Education
School Shops
Schools of General Education
Teacher Training, and
Trade and Light Industry Schools.

The Minister of Higher Education has a Cabinet to assist him. In addition to Divisions of Administration and of Personnel, there are the following Departments:

Administration
Agricultural Studies
Economic Studies
Finance and Administration
Military (organization of training for students eligible for active service)
Planning and Organization
Technical Studies, and
University Studies.

Authority, Responsibility, and Functions

Supervision over schools of general education is vested in the Ministry of Education with respect to general policy, organization, and finance. Direct supervisory powers are exercised by this Ministry over teacher training institutions, including those for vocational schools and training programs in the Main Center for Advanced Training of Educational Personnel and the Main Center of Methodology. Selection of teachers (through competitive examinations) and employment policies for teaching and school personnel are Ministerial responsibilities.

Within its sphere of competence, the Ministry drafts educational and cultural sections of the National economic plans, drafts

ws and decrees of the Council of Ministers in the field of educa-
on, and deals with "shortcomings" and problems impairing ful-
llment of educational policies. The Ministry's inspectors deter-
ine whether officials are conforming to regulations in force.

By its official directives, the Ministry of Education guides
ctivities of public schools which are, at the same time, under
dministrative supervision of people's councils (legislatures) at
rovincial, district, municipal, and borough levels. Presidiums
executive organs) of these councils include divisions or depart-
ents of education. Directives also are issued by other Ministries
nd central Government agencies, including Departments or sec-
ons of Ministries. Some of these agencies are responsible for
raining cadres required under National economic plans. Voca-
onal school graduates are directed to employment by the Min-
try's Office of the Chief Inspector of Employment of Vocational
chool Graduates.

Determination of teaching and study plans, curriculums, exam-
nation standards and topics, textbooks, and supplementary teach-
ng aids used in schools supervised by the Ministry of Education
effected by its various Departments which are aided in their
work by committees of specialists. Findings of the Institute of
edagogy (under the Ministry of Education) are considered for
nclusion in educational programs. The Department of Educa-
ional Institutions and Special Schools fulfills similar functions,
ncluding teacher training, for schools and special institutions for
hysically and mentally handicapped children. It also provides
omes for orphans and emergency care for children.

Printing of textbooks and teaching aids is handled by State
ublishing houses, with distribution being by another central
gency. Both are under the Ministry's Administrative and Supply
Department which also sees to it that furniture and equipment are
upplied for the Ministry and its institutions. The Autonomous
Division of School and Pedagogical Libraries directs activities of
chool and pedagogical libraries, selects and purchases books, and
irects instruction and advanced training of librarians and other
workers in this field. The Autonomous Division of Recreation
rovides and supervises clubs, summer camps, and youth palaces
with their related activities.

Through its appropriate Departments, the Ministry directs
educational activities . . . and the teaching of general subjects"
n special schools administered by other Ministries. The Ministry
f Education exercises the same authority over private educational

institutions which, whether professional or religious, are established in accordance with requirements set by law. Operations of private schools are supervised by inspectors of the Ministry of Education.

Working with the Economic Planning Commission and the Ministry of Finance, the Ministry of Education determines the general budget for education. Locally raised extrabudgetary funds for education may be used, for example, on school construction according to model plans based on specifications set by the National Committee on Standards.

The Ministry of Higher Education directly administers universities, institutes of technology, higher schools of agriculture, and higher schools of economics. It has authority for pedagogical supervision over other higher schools such as those of medicine, physical training, and pedagogy which are administered by other Ministries and agencies. Such supervision and control are carried out through the school inspectorate system and through official liaison between appropriate Ministerial Departments and individual schools. School budgets are set by the Ministry of Higher Education in conjunction with central planning authorities and financial control is exercised by control inspectors (auditors).

The September 1956 *Law* provides for indirect control by the Ministry of Higher Education over organization and the work methods in institutions of higher learning. University rectors and deans are elected by the teaching staff: Courses, programs of study, and lectures are organized by each university rather than centrally by the Ministry of Higher Education. Researchers determine the subject and method of approach for their projects within limitations placed by centralized planning. Central controls are exercised through National entrance examinations. Local education authorities participate in screening candidates. Final selection of first year students is made by local School Commissions for Matters of Recruitment on the basis of examination marks and personal qualifications.

Other duties and obligations of the Ministry of Higher Education are to: Assist in agreements concerning cooperation with counterpart Ministries in other countries, coordinate collaboration with establishments of higher education and scientific schools and foundations abroad, organize exchanges of scientific workers and students with foreign countries, arrange exchanges of materials (apparatus and publications), and determine basic policies for cooperation by higher schools with foreign establishments.

Administration

By provisions of Chapters 3–5 in the Constitution of 1952, there are two vertical channels for supervising local government agencies in education: Through different levels of people's councils, at the top of which sits the National Council of State, and through presidiums of the several people's councils, over which the National Council of Ministers is supreme. Educational departments of presidiums draft plans on the numbers and types of schools and on solution of educational problems in their respective areas. These proposals may be enacted into law by the Central Government and, together with other measures originating in the Central Government, are passed down as decrees or directives to the various administrative levels.

Opinions on draft legislation sometimes are solicited from professional educators and scholars before final decisions are made. Parents' committees are organized at the various school levels to participate in educational affairs. Sometimes such committees collect funds and materials for building a specific type of school. In such cases, the Ministry of Education supplies some 70 percent of the required funds.

As a rule, directives, orders, and other instructions are published in the official gazette of the Ministry of Higher Education and sent to units under its direction. Conferences are arranged to explain current trends in education and to announce new policies to teaching staffs. Advisory committees to work on specific problems are set up by the Ministry of Higher Education to gather material and draft proposals. In making decisions, consideration is given to reports and requests made by members of local people's councils, committees of the All-Polish National Front, and such organizations as the Polish Teachers Association.

The Ministry of Higher Education considers opinions and suggestions of such additional groups as the Principal Technical Organization, the Association of Polish Jurists, the Polish Economic Society, and the like. Recommendations of the Central Council of Higher Education—an association of ranking scientific workers—are binding. By law, the Ministry of Higher Education is required to obtain the opinion of this Council in certain cases.

Portuguese Republic

República Portuguêsa

**April 15, 1959* [1]

EXCEPT FOR DYNASTIC UNION under the Spanish Crown from 1580 to 1640, Portuguese independence dates back to 1147. Under the 1935 Political Constitution as amended through 1951, the "unitary and corporative" Portuguese Republic is "founded on . . . participation of all the structural elements of the nation in its administrative life and the enactment of its laws." Catholicism "may be freely practised . . . as the religion of the Portuguese Nation" and "Without prejudice to the provisions of concordats in the matter of *Padroado* [patronage], the State shall maintain the régime of separation in relation to the Catholic Church and any other religion or cult . . ."

Metropolitan Portugal is "divided into communes, formed of parishes, and grouped into districts and provinces," while division of territory of adjacent archipelagos of Madeira and the Azores and its administrative organization is "regulated by a special law." Overseas Provinces (Angola, Cape Verde archipelago, Guinea, and St. Thomas and Principe in West Africa; Mozambique in East Africa; Macao and Portuguese India in Asia; and Timor in Oceania) "as an integral part of the Portuguese State, are united as between themselves and with Metropolitan Portugal," with special statutes establishing "systems in keeping with native usage and customs," and with each Province having "its own separate budget."

Judicial power is exercised by "ordinary and special courts." The President of the Republic is Chief of State. The Council of State, headed by a Presidential appointee, is responsible for deciding on suitability of Presidential candidates and for specified matters relating to the National Assembly. The National Assembly, elected by direct suffrage for 4 years, enacts legislation for promulgation by the President and has responsibility "To bestow legislative powers on the government."

---

[1] In December 1961, India forcibly took over the Territories of Portuguese India (Damao, Din, and Goa).

The "Corporative Chamber, equal in length of term with the National Assembly" is "composed of representatives of local autonomous bodies and social interests, the latter being those of an administrative, moral, cultural and economic order" with the law designating "the bodies . . . the manner of their selections and the duration of their mandate." The Chamber reports and gives an opinion on matters brought before the National Assembly, "prior to the commencement of their discussion by the latter."

The Government consists of the President of the Council of Ministers—the Prime Minister—"who may conduct the affairs of one or more ministries, and the ministers or those who may be substituted for them . . ." The Prime Minister is "appointed and dismissed" by the President of the Republic. With specified exceptions, the President's acts require countersignature by the Prime Minister and the appropriate Minister or Ministers. The Government has authority to "make decree-laws," to "draw up decrees, regulations, and instructions for the due execution of the laws;" and to "superintend public administration as a whole . . ."

Official Bodies Concerned With Education

The Ministry of National Education (Ministério da Educação Nacional) under one of the Government Ministers, has jurisdiction over education in the Nation. In cooperation with it, other Ministries have responsibilities for specific educational institutions and functions such as:

Army—Engineering School (Escola Prática de Engenharia), military schools and institutes, and the Odivelas Institute (girls secondary and vocational school for orphans of Army men and Government officials who died while serving in an Overseas Province)

Interior—primary and secondary education in orphanages

Justice—education in reformatories

Navy—Mechanics School (Escola de Mecânicos) and merchant marine and naval schools, and

Overseas Territories—General Board of Education for Overseas Territories (Direcção Geral do Ensino do Ultramar) dealing with Directors of Educational Services and public and private elementary and secondary schools in Overseas Provinces and certain institutions of higher learning in Lisbon with work related to Overseas Provinces (Instituto de Medicina Tropical, Instituto Superior de Estudos Ultramarinos, Junta das Missões Geográficas e de Investigação Ultramarinas) and in Portuguese India (Escola Médica de Goa).

Law No. 12 of July 7, 1913 provided for establishment of the Ministry of Public Education while *Law No. 1941* of April 11, 1936 providing for various reforms, changed its name to Ministry of National Education. Prior to 1913, except for the period from 1863-73 when there was a Ministry of Education, matters relating to public education were handled by the Ministry of Interior. While the Constitution does not specify Ministries by name, Section IX on Education, Instruction and National Culture fixes responsibility for education on the State. Law related to the General Budget of the State (Orçamento Geral do Estado) names the Ministry.

Under Articles 81, 107, and 108 of the Constitution, the President of the Republic appoints Ministers from among Portuguese citizens and dismisses them. Ministers and Under-Secretaries of State are appointed "on the recommendation" of the Prime Minister "who shall countersign their appointments and likewise the resignations of retiring ministers." Terms of office are indefinite, with functions of Under-Secretaries of State ceasing "on the resignation of the respective ministers." The Prime Minister is "responsible to the President of the Republic for the general policy of the government, and shall coordinate and direct the activities of all the ministers, who shall be responsible to him politically for their acts."

Such Constitutional Articles as 104, 110, 114, and 115, affect Ministers: (1) They (and Under-Secretaries or their representatives) may take part in the Corporative Chamber in the discussion of matters with which they are concerned; (2) they may not hold other public or private employment and are subject to the "remaining provisions of Article 90" prohibiting members of the National Assembly from entering into contracts and other specified financial operations; and (3) "Each minister shall incur political, civil, and criminal liability for any acts which he may legalize or execute" with conviction involving "loss of office and incapacity to exercise public functions."

Organization

In addition to the Minister of National Education (Ministro da Educação Nacional) and his Cabinet, the Ministry includes the:

National Board of Education (Junta Nacional da Educação)—advisory and coordinating body consisting of a President and the Directors General of the various levels and types of education

General Directorates or Boards of:
  - Primary Education—primary and normal schools and their teachers and pupils
  - Secondary Education
  - Physical Education, Sports and School Health
  - Technical and Vocational Education
  - Higher Education and the Fine Arts

Divisions of Superior Inspection of:
  - Private schools
  - Secondary schools
  - Libraries and Archives, and

Higher Institute of Culture—scientific research, exchange of professors and students, scholarships, and promotion of cultural relations with other countries.

Additional organizations under supervision of the Ministry include: António Aurélio da Costa Ferreira Institute (for abnormal children); Lisbon Academy of Sciences; Maria Luisa Barbosa de Carvalho Institute of Professional Guidance; Mothers Work for National Education (with branches throughout the country concerned with welfare of mothers and their younger children); National Academy of Fine Arts; Portuguese Academy of History, Cancer Institute, Feminine Youth Organization, and Youth Organization; Section of Accounting (Division of the Ministry of Finance concerned with financial administration of the Ministry of National Education); and the Social Security Institute.

Authority, Responsibility, and Functions

There are Constitutional provisions relating to "Freedom of education;" "Equality of the rights and duties of husband and wife in regard to . . . education of their legitimate children;" "duty of the State to authorize . . . corporative organizations, for intellectual, social, and economic purposes, and to promote and assist their formation" for purposes which include "scientific, literary, or artistic, or physical training;" and monuments and officially recognized artistic objects being "under the protection of the State." In addition, the following Articles fix specified responsibility for education on the State:

> 14. With the object of protecting the family it appertains to the State and local bodies . . .
>
> (4) To assist in the discharge of their duty of instructing and educating their children, and to co-operate with them by means of public institutions for education and correction, or by encouraging private establishments destined for the same purpose . . .

42. Education and instruction shall be obligatory and the concern of the family in co-operation with public or private institutions.

43. The State shall officially maintain primary, complementary, secondary, and high schools, and institutions for advanced education.

1. Elementary, primary instruction is obligatory and may be given at home, or in private or State schools.

2. The arts sciences shall be encouraged and their development, teaching and propaganda favored, so long as respect is maintained for the Constitution, the authorities and the co-ordinating activity of the State.

3. The instruction furnished by the State besides instilling new physical vigor and improving the intellectual faculties, aims at the formation of character, of professional values as well as of every moral and civic virtue, the former in accordance with the traditional principles of Christian doctrine and morals of the country.

4. No authority shall be required for the teaching of religion in private schools.

44. The establishment of private schools on the lines of the State schools shall be free, but subject to State inspection; the schools may be subsidized by the State or authorized to grant diplomas if their *curricula* and the standard of their teaching staff are not inferior to those of the corresponding public institutions.

140. The Portuguese catholic missions overseas and the establishments for training personnel for their services and for those of the Padroado shall, in conformity with the concordata and other agreements concluded with the Holy See, enjoy juridical personality and shall be protected and assisted by the State, as being institutions of education and assistance and instruments of civilization.

In addition to these Constitutional provisions, authority for work of the Ministry is found in National Assembly laws (such as the two concerned with establishment and change of name of the Ministry and those on the various levels and aspects of education) and implementing legislation (such as *Government Decree-Law No. 36,507* and *Government Decree No. 36,508* of September 17, 1947 on Secondary Education as supplemented).

Under such provisions, the Ministry of National Education has control over education in the Nation. In the field of public education, it determines the number, location, and kinds of schools and other educational institutions throughout the country. The budget (including that for education and culture) is drawn up annually and put into effect by the Government within legal provisions including the National Assembly law of authorization.

The Ministry of National Education establishes curriculums and courses of study, issues examinations, and inspects schools. It decides how and when subjects shall be taught; determines pupil promotions, grants diplomas, and confers degrees; and has authority to regulate training of teachers and school administrators and to control standards for licensing of such personnel. It may select, appoint, promote, assign, or dismiss school personnel within the framework of competitive civil service regulations and decree-law on rates of pay. It may draft compulsory school attendance laws with National Assembly approval being required prior to promulgation by decree-law.

Municipalities contribute some funds toward building expenses of local elementary schools. The majority of building funds are in the National Assembly appropriation to the Ministry of Public Works which is responsible for construction, maintenance, and general sanitation—with the Ministry of National Education providing technical and pedagogical supervision.

The Ministry of National Education has responsibility for providing health examinations, special health services, and general physical care for school children. Sports activities are subject to Ministry control and supervision through its General Directorate of Physical Education, Sports and School Health.

Some textbooks for public and private primary and secondary schools are prepared, selected, edited, and sold by the Ministry. Others have Ministry approval prior to their use.

While leaving establishment of private schools to private initiative, the Ministry exercises control through its Division of Superior Inspection of Private Schools. Inspectors have regular schedules to check private schools for conformance with Ministry standards for public schools. Under *Law No. 2,033* of June 27, 1949 on Private Education, educational institutions over which other Ministries have responsibility, are governed by the same regulations governing public schools.

The Ministry's General Directorate of Higher Education and the Fine Arts supervises such institutions as the Universities of Coimbra, Lisbon, and Oporto, and the Technical University of Lisbon and their various schools.

Its Division of Superior Inspection of Libraries and Archives exercises jurisdiction over the National, Social Welfare, and Public Libraries in Lisbon; National and District Archives; Archives of Parish Registers; Literary, Scientific, and Artistic Copyright Register; and such institutions as the Ancient Art and the Contemporary Art Museums, the Coach Museum, and the Ethnological Museum in Lisbon and museums in Braganca, Coimbra, Evora, Guimaraes, Lamego, Oporto, and Viseu. Private galleries and libraries not under Ministry supervision are required to obtain permission before selling or sending out of the country any object of "national value."

Development of plans such as for increasing the number of schools and teaching staffs are worked out by the various Directorates of Education and presented to the Ministry's National Board of Education prior to Government presentation to the National Assembly. Educational research and the development of related action programs come within the province of the Ministry's Higher Institute of Culture. This Institute provides leadership and impetus for research including jointly financed projects in cooperation with universities and other Government agencies. It grants awards and recommends leaves of absence with pay to enable researchers to do research at home or abroad.

In the international educational and cultural relations field, the Foreign Minister and the Minister of National Education consult on top policy matters. Through the Higher Institute of Culture, the Ministry of National Education cooperates with the Ministry of Foreign Affairs by arranging with other countries for exchange of teachers, acting as a clearing house of information, helping to arrange programs for foreign students and teachers coming to the Portuguese Republic, and making persons available for attendance at congresses abroad. When appropriate, professors and technicians are made available to those specialized agencies affiliated with the United Nations to which the Republic belongs, such as FAO and WHO, as well as to other international organizations.

Administration

Laws, decree-laws, regulations, and Ministerial directions are published in the official *Government Daily (Diário do Governo)* or in the Ministry's official *Order of Internal Services (Ordem dos Serviços Internos)* with both being available to administrators, teachers, and others directly concerned.

Article 8. (18) of the Constitution authorizes citizens to make "representation of petition, claim or complaint to government departments or any authorities, in defense of personal rights or general interests." The Minister of National Education sets aside a day a week for receiving in person suggestions, recommendations, and requests on planning, financing, and developing administrative services, schools, playgrounds, and the like from local and provincial authorities, professors, students, and others. These proposals and requests as well as written requests are studied by the Ministry for possible use in future budget calls.

Kingdom of Saudi Arabia

(Al-Mamlaka Al-'Arabiya As-Sa'Udiya)

**August 5, 1959*

SAUDI ARABIAN BASIC LAW is Sharia law founded on the sacred book of Islam—the *Koran.* The 1926 *Constitution of the Kingdom of Hejaz* vested the "entire administration" in the hands of the King "bound by the standards of the noble Sharia" and made Arabic the "official" language. By *Decree* of January 29, 1927, the Sultanate of the Nejd and its Dependencies became a Kingdom united with the Kingdom of the Hejaz. *Decree No. 2716* of September 18, 1932 changed the name of the Kingdom of the Hejaz, Nejd, and Dependencies to the Kingdom of Saudi Arabia and provided that "All regulations, instructions, and decrees hereto issued by us shall continue to be valid and subsistent after this change."

A *Decree* of December 29, 1931 established the Council of Ministers. Article 18 of the May 11, 1958 *Royal Edict No. 38Q* setting forth the *Regulations of the Council of Ministers*, provides in part that "The Council of Ministers will formulate the internal, foreign, financial, economic, educational and defense policies, plan for all public affairs of the State, and supervise their execution. . . ."

Official Bodies Concerned With Education

The Ministry of Education (Wazarat Al-Maʿārif) functioning under a member of the Council of Ministers, has responsibility for education in the Nation except for military schools which are administered by the Ministry of Defense and Aviation. Established in 1920 as a Directorate General for Education, it was a part of the Ministry of the Interior under Article 17 of the Decree establishing the Council of Ministers.

The Directorate became the Ministry of Education by *Royal Decree 5/3/26/4950* of December 24, 1953 which also named the Minister of Education (Wazīr Al-Maʿārif). Article 11 of *Royal*

Edict No. 380 includes "Heads of Ministries who are appointed by a Royal Decree proposed by the Prime Minister" among those who are members of the Council of Ministers.

Article 3 of this Edict specifies that "No person except a Saudi shall be a member of the Council of Ministers and no person shall be a member who has a bad reputation or has been convicted of a crime or felony." Articles 4–6 specify the oath of office to be taken by a Council member before beginning service, prohibit holding of "any other Government office as long as he remains a member of the Council except when the Prime Minister considers that this is necessary," and prohibit him from buying or renting "any of the property of the State," selling or leasing "any of his property to the Government," engaging in "any commercial or financial enterprise," and accepting "membership on the board of any company." Articles 8-10 specify that:

> 8. Each cabinet Minister shall be responsible to the Prime Minister for the operation of his Ministry and the Prime Minister is responsible to His Majesty the King for his actions and the actions of the Council. The Prime Minister has the right to ask His Majesty the King to excuse any member of the Council of Ministers from his work. The resignation of the Prime Minister shall signify the resignation of the total membership of the Council.
>
> 9. The Minister is the direct head and the final authority in carrying out the affairs of his Ministry, and he acts in accordance with the provisions of these regulations and the internal regulations of his Ministry.
>
> 10. A Minister can be replaced temporarily only by another Minister, and then only in accordance with a royal order which shall be proposed by the Prime Minister.

Article 16 provides for prosecution of members "for any offense they commit in performing their official duties" while Article 25 authorizes the Council "to form committees to investigate the ministries and Departments in general or in specific instances." Under Article 48, the Council of Ministers formulates "Operating Procedures for every Ministry."

Organization

Reporting to the Minister of Education are staff in his Private Office, the High Council of Education, and the Deputy Minister. The Minister (or, in his absence, the Deputy Minister) presides over the High Council of Education concerned with the Ministry's educational policy and such matters as curriculums and textbooks. The Council consists of the Directors General of Administration and of Education, the Director of Financial Affairs, and the members of the technical advisory body to the Ministry known as the Bureau of Counselors. The Deputy Minister supervises organizational segments of the Ministry consisting of the:

- Bureau of Counselors—consisting of Saudis and Education Advisers from neighboring Arab States
- Department General of Administration—with subordinate Departments of Administrative Inspection, Area Education, Clerical Work and Files, and Warehouses
- Department General of Education—with Departments of Examinations, Foreign Missions and International Cultural Relations, Health Units, Physical Education and Social Activities, Primary and Secondary Education and National Culture, Technical Education, Technical Inspection, and Translation; and
- Department of Financial Affairs—with Sections for Budget, Financial Administration for Area Education, Financial Control and Inspection, Salary, and Treasury.

Each of the Areas into which the country is divided for administrative purposes, has a Director of Education to supervise education and an Inspector to assist.

Authority, Responsibility, and Functions

The first verse of the *Koran* exhorts the faithful to read, while other portions urge them to learn. Article 9 of the 1926 *Constitution of the Kingdom of Hejaz* provided for "Affairs of public instruction" as one of the "fundamental sections" of the Kingdom, while others provide as follows:

> Art. 23. Affairs of public instruction mean the diffusion of learning, skills, and arts; the opening of schools (primary and secondary); the scrupulous promotion of scientific (religious) institutes; and the special care to be accorded to the principles of the true religion throughout the Kingdom of the Hejaz.
>
> Art. 25. A law on public instruction shall be promulgated, and its provisions shall be applied progressively. Primary teaching shall be free in all parts of the Kingdom.

High Order No. 14/1/1358 defined the system of public education in 1939. The *Royal Decree* establishing the Ministry provided that "The Minister of Education will take charge of all affairs pertaining to education in the Kingdom and pertaining to the development of education to a standard befitting this country." *Royal Edict No. 380*, pertinent decisions of the Council of Ministers (including Operating Procedures of the Ministry of Education), and internal regulations of the Ministry provide specific authority for the Minister of Education and the Ministry.

Within this framework and subject to approval by the Council of Ministers on policy and other major issues, the Ministry of Education exercises control over education except for the military schools. In keeping with funds authorized by the Council of Ministers, it decides on number, location, and kinds of schools and other educational and cultural institutions in the country, and on the application of funds for educational purposes throughout the country. Free meals for boarding pupils, free books, and monthly subsidies are provided to help make it possible for poor children to remain in school.

Through the High Council of Education, the Ministry studies curriculums, changes them as it deems appropriate, and decides on textbooks to be used. The Director General of Education has responsibility for examinations and for inspection of educational facilities throughout the Kingdom. In addition to deciding what shall be taught and sequence of studies, his Department supervises training of school personnel and authorizes individuals to teach. It is responsible for matters pertaining to their employment and fixes their salaries. Once a year in Taif, it holds a Council of Teachers and School Administrators to promote professional relations in education. Pupil promotions and granting of diplomas also come within its province.

His Majesty the King supplements Ministry financing of school construction. The Ministry's *5-Year Plan* calls for school construction from kindergarten through the secondary level and for more libraries. The Ministry is responsible for school maintenance and sanitation. It also is charged with responsibility for health examinations and general physical care of school children. Schools in the principal cities have their own health clinics. The Ministry encourages sports, scouting, and student picnics.

Private schools come under Ministry control through inspection for conformance to standards set by the Ministry.

The academic year 1957-58 marked inauguration of the first university in the Kingdom with the Faculty of Arts of King Saud University in Ryadh receiving its first students. Like elementary, secondary, and technical education and teacher training, higher education comes within control powers of the Ministry of Education. Most Saudi students pursuing higher learning programs go to universities in nearby countries, in Europe, or in the Western Hemisphere. The Higher Training College in Mecca prepares students to teach Arabic and to give religious instruction in secondary schools while graduates of the Religious (Sharia) College in that city are eligible for appointment as judges (qadis), preachers and leaders in prayer (Imams), and religious teachers.

n addition to operating the school system of the Nation, the
istry has responsibility for public libraries. Its Foreign Mis-
s and International Cultural Relations Department seeks to
p in touch with foreign educational and cultural developments
ticularly in the other Arab countries and makes local adapta-
s of foreign research findings and other ideas found useful.
hrough this same Department, the Ministry makes arrange-
ts for the importation of teachers to supplement number
ilable in the Nation. The Kingdom is a member of UNESCO
makes a report to the annual International Conference on
lic Education held under the sponsorship of IBE and UNESCO.
Ministry participates in educational, scientific, and social and
nomic conferences held under auspices of the Arab League.

ministration

nder Article 24 of *Royal Edict 380*, Royal Decrees proposed
the Council of Ministers and approved by His Majesty the King
published in the *Official Gazette*. Policies, rules, regulations,
directions are brought to the attention of school adminis-
tors and directors through directives from the Ministry sup-
mented by personal contact through Ministry inspection of
ools.
he Ministry's High Council of Education and its Bureau of
nselors make recommendations to the Minister. The annual
if Council of Teachers and School Administrators and indi-
uals and groups also may make suggestions for improvement
education. His Majesty the King and the Ministry also receive
uests from communities for opening of additional schools and
expansion of existing educational facilities.

Spanish State

Estado Español

May 8, 1959

ONE OF THE FUNDAMENTAL LAWS in the Spanish State is an amended 1942 *Act* creating the *Cortes* (Parliament) to prepare and elaborate laws, "subject to the concurrence of the Chief of State." The Cortes is the "superior body through which the Spanish people participate in the tasks of government." It has ex-officio and elected members—Ministers of State and National Councilors; Presidents of the Council of State and of the Supreme Courts of Justice and of Military Justice; representatives of National syndicates (guilds and labor unions); Mayors; Presidents of the Universities, the Higher Council for Scientific Research, and specified associations and institutes; and representatives of various other bodies including Royal Academies. "The full session of the Cortes shall be required" to pass on specified laws including those on State budgets while Committees act on other legislation.

Another fundamental law is the 1945 *Charter of the Spanish People* known as the *Bill of Rights*. It establishes "official protection" to the Catholic religion as the religion of the State and specifies that "All organisms of the State will act according to a hierarchical order of pre-established rulings, that may not be interpreted arbitrarily or altered."

Official Bodies Concerned With Education

The Ministry of National Education (Ministerio de Educación Nacional) under a Minister of State is the primary body concerned with education. Other Ministries have specialized operating responsibilities such as:

Agriculture—Regional Schools of Agricultural Training

Air—Cartographic and Topographic School and schools related to aviation

Army—Central School of Physical Education, military schools, School of Geodesics and Topography, School of Professional Training of Apprentices, and Shorthand and Typing School

- **Commerce**—Official Nautical School and School of Naval Machinists
- **Finance**—Caleography and Coin Modeling, Official Academy of Customs, and Technical Printing School
- **Foreign Affairs**—intergovernmental cultural and educational relations and the Diplomatic and the International Officials Schools
- **Industry**—School of Fisheries
- **Information and Tourism**—Institute of Cinematography Practice and Research and the School of Journalism
- **Interior**—General Police School, Institute of Local Administration Studies, schools in health and puericulture fields, and the Official School of Telecommunications
- **Justice**—Law School, Schools of Legal Medicine, and those relating to penal institutions
- **Labor**—National Schools of Labor Medicine, School of Social Training for Workers, and Social Schools
- **Navy**—schools related to the service and
- **Public Works**—Schools of Public Works Assistants and of Ways, Canal, and Port Engineers.

The Directorate General of African Posts and Provinces in the Presidency of the Government handles education in the Nation's oversea territory. Ministries of Industry, Justice, and of Labor have joint responsibility with the Ministry of National Education for the Postgraduate School of Industrial Organization, the Schools of Juridical Practice, and the Labor Universities respectively.

Education became a responsibility of the Secretariat of State under *Royal Decree* of January 28, 1747. By *Royal Decree* of September 20, 1815, the Secretariat became the Ministry of Public Works (Fomento) and included a Directorate General of Public Education. On April 18, 1900, a *Royal Decree* established this Directorate as a separate Ministry of Public Education. A *Decree* of December 30, 1918 set forth the *Regulation on Administrative Procedure of the Ministry.*

The *Law* of January 30, 1938 as amended August 8, 1939, set forth general provisions on the Spanish Public Administration including the Ministry of National Education, while the April 10, 1942 *Organic Law of the Ministry of National Education* provided for reorganization. This Law was modified by *Law* of April 14, 1955 published by *Decree* of November 25 of that year.

The Minister of National Education (Ministro de Educación Nacional) is appointed and his services are terminated at the discretion of the Head of State who is the President of the Government. No requirements are specified in law as to the Minister's qualifications. Like other Ministers, he is responsible directly to the President and is an ex officio Attorney (Procurador) in the Cortes.

As holder of the Education portfolio, the Minister also is President of the following groups: Central Committee of Archives, Libraries, and Museums; Central Committee and the National Patronage of Media and Professional Education; Higher Council of Scientific Research; and the Spanish Commission for Cooperation with UNESCO. He is Vice-President of the Iberoamerican Office of Education.

Organization

The *Organic Law of the Ministry of National Education* sets forth operational and advisory organization as follows:

- Under-Secretariat for administrative and cultural matters with Sections for:
  - Accounts and Budget
  - Appeals
  - Buildings and Works—construction and property leasing
  - Central—chancery and protocol, general affairs, and personnel
  - Cultural Extension Commission—cultural symposiums, educational films, educational press, popular cultural editions, and school radio services
  - General Register—receipt and distribution of correspondence
  - Information
  - Paymaster Office—including the School and Civil Construction Central Pay Office
  - School Aid and Social Welfare Commission—scholarships and insurance and social security and with an Interministerial Commission of School Welfare and a School and Professional Information Service
  - Titles—Spanish academic and professional diplomas, degrees, and titles
  - Welfare Educational Foundations—Ministry actions relating to such Foundations as juridical persons
- General Technical Secretariat with Sections for:
  - Coordination and Planning—jointly with appropriate Directorates General
  - Documentation—with a Documentation and Reference Center and the Ministry Library
  - General Affairs—legislative and procedural documents and related research and reports
  - International Relations—evaluation of studies (and legalization of foreign diplomas and degrees in the Spanish State) and intellectual cooperation

Publications—technical aspects of Ministry publications

Statistics—including cooperation with the Delegation of the Directorate General of the National Institute of Statistics

Directorates General of:

Archives and Libraries—including regulations concerning intellectual rights

Elementary Education—with Sections for Creation of Schools and Institutions Complementary to the School, General Teacher Register (appointments, resignations, and similar personnel actions), Inspection and Teaching Personnel Affairs (licenses, permits, and prizes), Private Elementary Education, and Provisions for Schools (admission to the teaching career, professional selection courses, and positions for teachers)

Fine Arts—archaeological and artistic patrimony, fine arts teaching and works, development of artistic culture, norms for protection of artistic rights, and study plans and with Sections for Artistic Teaching, Fine Arts Development, and National Artistic Treasures

Labor Education—an organic link with the National Patronage and Secondary and Professional Education and with Sections for Labor Center Construction, Labor Instruction, and Teacher Training

Secondary Education—with an Institute and a Private Secondary Education Section

Technical Education—in nonuniversity phase and with Sections for Civil Engineering and Assistant Industrial Engineers and for Schools of Commerce and Other Specialized Instruction, and

University Education.

For administrative purposes, each of 12 university districts has a university and a Council of the University District. The University Rector presides over the Council as the Ministry representative. Also included on the Council are deans of schools and directors of educational centers and official cultural institutions, as well as delegates of community corporations, the Church, the National Movement, and private institutions. The School Aid and Social Welfare Commission in the University District is a delegation of the Ministry Commission.

Provincial Administrative Delegates function under *Decree* of March 23, 1956 with each Provincial Council of National Education having a Governor as Chairman. Provincial Patronages of Secondary and Professional Education are integrated into Provincial Councils of National Education. Local administration is delegated to the municipal board of education presided over by the Mayor. Paralleling the operational organization is a National Education Consultative Administration operating at the National, territorial, provincial, and local levels.

Authority, Responsibility, and Functions

The *Charter of the Spanish People* states:

> Art. 5. All Spaniards have a right to receive education and instruction and the duty of acquiring them either in the family circle or in private or public centers of their own free election. The State will see that no talent is wasted because of lack of economic means.
>
> Art. 23. Parents are obliged to provide for, educate, and instruct their children. . . .

Article 10 of the *Cortes Act* provides that "The full session of the Cortes" is required to pass upon "The laws affecting national education." The 1938 *Labor Charter* converted into basic law by July 6, 1947 referendum, states in Section V that "The State shall provide specially for the technical training of agricultural producers, fitting them to perform all the jobs required by their specialty." Section XIII of the same law states in two of its paragraphs:

> 2. All factors of the nation's economic life shall be grouped by branches of production or service, in vertical syndicates. The liberal and technical professions shall be organized in a similar way, to be determined by law.
>
> 5. The vertical syndicate may set up, maintain, or control bureaus for research; moral, physical, and vocational training; and charity, help, and social work, in the interests of the producers.

Under the *Organic Law* vesting the State's responsibility for education, the Ministry of National Education has jurisdiction over elementary, secondary, and university education and over instruction of a labor or technical nature. It is the organ of executive power with supervisory and disciplinary authority over schools, budget, curriculums, inspection, promotions, textbooks, training and employment of school personnel, school construction, and the like.

A series of laws, orders, and Ministerial decrees spell out detail on aspects of education and vest responsibility in various Ministries or other bodies for teaching in their particular fields of competence. Secondary education, for example, is provided mainly by the National Institutes of Secondary Education—official centers created and dissolved by decree. The February 26, 1953 *Law of Secondary Education Organization* states in Article 26 that "It is the Ministry of National Education's responsibility to direct the internal organization, the educational regulations and the discipline of these centers."

Private schools come under Ministry control through inspection and in accordance with *Law* of July 17, 1945. "Authorized schools"

BEST COPY AVAILABLE

BEST COPY AVAILABLE

Courtesy, Government of the Spanish State

These experimenters in a middle school chemistry laboratory are following a course of study worked out by the Ministry of National Education of the Spanish State.

are those which apply to the Ministry and are found to meet general requirements for private schools. (Schools exclusively for foreign children are authorized on a reciprocal basis with other countries.) "Recognized schools" are those approved by the Inspection Service and the National Council of Education as being similar to public schools, recommended by the Ministry, and recognized by *Decree of the Cabinet of Ministers*.

"Subsidized schools" are those meeting specified requirements (including the offering of free instruction) and receiving financial aid from the State. The Church regulates religious education while the State regulates such matters as those concerned with coordination of studies, examinations, plans of study, school aid, and validation of diplomas and degrees. For example, the *Decree* of July 21, 1955 on *Regulations of Non-Official Centers of Secondary Education* specifies requirements at that level.

The July 29, 1943 *Organic Law of Spanish Universities* as amended places higher education under Ministry of National Education control similar to that exercised over elementary and secondary schools. Through Directorates General of Archives and Libraries and of Fine Arts, the Ministry exercises jurisdiction over archaeological and artistic patrimony and maintains bibliographic and documentary wealth of the Nation. Research is carried out through the Higher Council of Scientific Research of the Ministry and through universities. The Institute of Spain, created by *Decree* of January 1, 1938 and consisting of the Royal Academies, includes educational research among its projects.

Education in the territory of Spanish Guinea in Africa is governed under a special educational statute of August 6, 1943. Native schools are concerned with cultural and spiritual objectives in colonizing work and European schools with education of children of the colonists. The educational program is under the Directorate General of African Posts and Provinces with the Minister of National Education providing consultative service.

The Ministry of National Education has several representatives in addition to its Minister on the Board of Cultural Relations of the Ministry of Foreign Affairs which deals with intergovernmental cultural and educational relations. The Ministry, itself, is responsible for technical relations in education with such intergovernmental organizations as the Iberoamerican Office of Education and UNESCO. It grants scholarships and related subsidies and travel assistance to Spaniards going abroad to study and selects educators for exchange with others from abroad. The International Relations Section provides the Secretariat for the Spanish Commission for Cooperation with UNESCO operating under the chairmanship of the Minister of National Education.

Administration

Laws are published in the *Official Bulletin of the State (Boletín Oficial del Estado)* while the *Official Bulletin of the Ministry of Education* contains further detail. Information is transmitted to persons concerned through decrees agreed upon in the Cabinet of Ministers, Ministerial orders, bulletins, orders of the Under-Secretariat, orders (circulars) of the Directors General, and Section orders (instructions). Suggestions are made to the Minister and the Ministry through the National Education Consultative machinery (particularly the National Council of Education established by *Law* of July 15, 1952), the Parents Association, Student Assemblies, and the Traditionalist Spanish Falange. The latter has responsibility for assessing private suggestions.

Republic of The Sudan

(Jamhuryat El-Sudan)

**October 8, 1959*

INDEPENDENCE DAY for the Republic of The Sudan is January 1, 1956. The day before, the Senate and the House of Representatives in joint session had approved the *Transitional Constitution* vesting highest constitutional authority in the Supreme Commission of The Sudan and making it responsible for acting "on the advice of the Council of Ministers." The Supreme Commission appointed the Prime Minister "elected for the purpose" by the House of Representatives from among members of Parliament. On his advice, it also appointed the other Ministers "qualified for membership of Parliament.". Together they formed the Council of Ministers.

The Supreme Commission, the partly elected and partly appointed Senate, and the elected House of Representatives constituted the Legislature with administration of justice being "by a separate and independent department of state . . . directly and solely responsible to the Supreme Commission for the performance of its functions." On November 17, 1958, a military regime came into power. It vested constitutional powers in a newly formed Supreme Military Council whose President also is Military Governor and Prime Minister.

Arabic "but without prejudice to such use of the English language as may be convenient" is the language of the Government. Arabic-Moslem origins underlie the culture of the peoples to the north—the Baggara, Hamitic camel-owning Bejas, and rivarian Nubians. African origins and languages underlie the culture of the Nilotes and other Hamitic peoples to the south in the Provinces of Bahr-el-Ghazal, Equatoria, and Upper Nile.

Official Bodies Concerned With Education

The Ministry of Education (Wizaret Al-Ma‘Ārif) under one of the Government Ministers, has primary responsibility for education in the Nation. Other Ministries such as Agriculture, Communications, Health, Mechanical Transport, and Social Affairs, organize and operate technical and vocational educational and training institutions in their specialized fields. The Ministry of Foreign Affairs deals with intergovernmental matters relating to education while the Ministry of Health works through local authorities on certain preventive measures such as typhoid inoculations of school children in areas where a special health hazard develops.

The Ministry of Justice exercises control over some two dozen Moslem religious schools while the University of Khartoum—a separate statutory body—conducts educational programs at the higher level. There also is an Examination Council which assists various parts of Government, including the Ministry of Education in administration of specific types of examinations.

The former Department of Education was elevated to Ministry status under one of the British actions leading toward Sudanese independence—the *Executive Council and Legislative Assembly Ordinance, 1948* effective 5 years before the *Self-Government Statute, 1953* as amended which was the basis for the later *Transitional Constitution*. The Minister of Education (Wazīr Al-MaʿĀrif) is appointed for an indefinite term by the Prime Minister with consent of the Supreme Military Council. He is responsible individually for his Ministry and shares in collective responsibility of Ministers for action in keeping with policy of the Prime Minister.

Organization

The Minister of Education is assisted by a civil servant Director of Education. Advising the Director of Education is a Board made up of Section heads. Some of its members are based away from headquarters; namely, the:

Assistant Director of Education in the Southern Provinces—concerned with girls' schools and intermediate and secondary schools in the south

Cultural Attachés—one in the Embassy in Cairo and one in the Embassy in London concerned with Sudanese students abroad, and the

Technical Assistant Director of Elementary Education and Principal of the Institute of Education (for boys in Bakht er Ruda in Blue Nile Province)—supervising elementary education in the country as a whole and responsible for related research and teacher training.

Those based at Headquarters include the Controller in charge of the Girls' Education Section concerned with intermediate and secondary education for girls except in the Southern Provinces, and Assistant Directors of Education who each head a Section:

Administration—finance, materials and supplies, non-teaching personnel, school buildings and construction, and the like, and having direct relations with intermediate and secondary schools on such matters

Personnel—staff matters such as appointment, promotion, transfer, termination of service, and salary of teachers, and working through Advisory Boards consisting of (1) Province Education Officers in the case of elementary and intermediate schools, and (2) Headmasters in the case of the Institute of Education and secondary schools

Provinces and Councils—adult education, public libraries, Publications Bureau (publishing textbooks and elementary reading materials) and supervising the work of regional educational units of each Province Headquarters; and

Technical Education—intermediate and secondary technical schools, with the head also serving as Principal of the Khartoum Technical Institute.

The Province Education Officer in each Province Headquarters supervises administration of elementary schools and non-administrative functions of intermediate schools. He is the Ministry's educational adviser to the Governor of the Province. In the three Provinces in the south, the Province Education Officer reports to the Ministry's Assistant Director of Education in the Southern Provinces and works with the Technical Assistant Director of Elementary Education. The Province Education Officer of each of the other six Provinces (Blue Nile, Darfur, Kassala, Khartoum, Kordofan, and Northern) reports to the Ministry's Assistant Director of Education concerned with education in the Provinces and the District Councils and cooperates with the Controller of Girls' Education and the Technical Assistant Director of Elementary Education.

The Ministry cooperates with the Examinations Council on educational matters. In addition to its Chairman, Secretary-General and Assistant Secretary-General, the Council has various panels such as the Technical Subjects Panel. It handles the Intermediate Final Examination and works with the Cambridge Local Examination Syndicate on examinations, regulations, and syllabuses incident to conduct of the School Certificate Examination. It also conducts such examinations as those for the London Institute of Education Teacher's Certificate and the London University General Certificate of Education. Province Education Officers, secondary schoolmasters and headmasters, and the University of Khartoum cooperate in supervision of centers where examinations are given or in accommodating such groups as the Marking Board.

Authority, Responsibility, and Functions

The 1948 *Ordinance* establishing the Ministry, Ordinances issued prior to independence, and Decrees issued by the Supreme Military Council provide authority for Ministry activities. Except for schools under other Ministries and a few schools for foreign children operated by foreign authorities, the Ministry of Education has jurisdiction over schools. On August 10, 1955, the Minister of Education submitted to the Minister of Finance a *5-Year Plan* looking toward establishment of sufficient schools to accommodate children seeking an education—a step toward a compulsory education system.

In 1956, the Council of Ministers authorized the Ministry to have its own School Buildings Unit and seek assistance of building experts locally and through UNESCO to advise on building "better and cheaper schools more quickly." In providing the Ministry of Finance with its estimates of financial needs, the Ministry of Education obtains views from Provincial Education Officers and discusses points of common interest in budget preparation at the meeting of such Officers when it convenes annually.

The Ministry of Education establishes courses of study, curriculums, and school schedules to be used in schools under its jurisdiction. As conditions permit, it upgrades "subgrade" or 2-year schools at the beginning level existing in some communities and following curriculums other than the standard program.

The Ministry gradually is introducing Arabic as the language of instruction in elementary schools in the Southern Provinces. A committee appointed by the Minister under chairmanship of the Deputy Vice-Chancellor of the University of Khartoum presented its recommendations in March 1958 on eventual change-over from English to Arabic as the medium of instruction in secondary schools. A Minister's committee also is working on the shift from a 4+4+4- to a 6+6-year system of elementary and secondary education. Inspection of schools is another Ministry function.

With UNESCO assistance, the Ministry develops and issues fundamental education reading materials, textbooks for lower educational levels, and some visual aid materials. The Ministry's Institute of Education works on syllabuses at the elementary and intermediate levels, produces textbooks, and has a teacher training program for these levels. The Institute also cooperates in adult education programs by offering refresher courses. In addition to its headquarters in Bakht er Ruda, it has branches at Dilling in Kordofan Province and at Shendi in Northern Province.

The Omdurman Institute of Education—also under the Ministry—has similar research and training functions for girls. In 1958, the Minister appointed a committee to explore and study problems involved in starting a training college for secondary schoolmasters to help alleviate teacher shortage.

With help of the Advisory Boards, the Personnel Section handles employment and assignment of teachers below higher education level. Pupil promotions are based on Ministry regulations and results of State and "external" examinations.

In 1957, most private schools (formerly regulated under the *Non-Government Schools Ordinance, 1950*) were brought under State control with the Ministry of Education charged with correlating their programs with those of other Government schools. The following year, Moslem religious schools came under direct jurisdiction of the Ministry of Justice. The Ministry has authority to approve opening or closure of other non-Government schools —those wholly supported by foreign communities for foreign children.

The Intermediate Teacher Training College and the Khartoum Technical Institute offer postsecondary training and come directly under the Ministry of Education. The University of Khartoum, formed under September 1951 *Ordinance* by fusion of Gordon Memorial College and Kitchener School of Medicine, became a public corporation under Sudanese *Ordinance*. It is controlled by an independent representative Council and receives financial aid from the State as well as from trust funds created prior to 1951. The Ministry cooperates with the University without controlling it; the Minister calls on University officials to participate in a variety of advisory committees he appoints to work on major educational problems of the country.

The University of London confers baccalaureate degrees for completion of the 4-year courses. Diplomas in the Faculty of Medicine have certain recognition by the Royal Colleges of Physicians and of Surgeons in London. Traditionally English is the Faculty's language of instruction with knowledge of Arabic being considered essential. There also is an Islamic Theological College (Ma'ahad el'Ilmi) in Omdurman over which the Ministry of Education exercises no control.

In the cultural field, the Ministry operates the Public Library in Khartoum and one in Omdurman. Four others in the country are operated by municipalities. Ministry Adult Education Officers have begun organization of book collections for villages. In budgetary and financial matters the Ministry acts as agent to the Archaeological Board which supervises museums and related services. The Director of Education is ex officio Chairman of the Board.

Research work performed under Ministry jurisdiction is conducted in the Institute of Education and the Omdurman Institute in connection with syllabus writing and textbook production.

The Government is a member of UNESCO and cooperates with IBE. The Ministry answers questionnaires, makes reports, and represents the Government at meetings of the International Conference on Public Instruction sponsored by both organizations as well as at the UNESCO General Conference. A National Commission for UNESCO was established under the Minister of Education in late 1957 for cooperation on UNESCO matters.

To help meet the country's needs for highly trained personnel, the Government provides scholarships for its nationals to study abroad. The Ministry of Education plans this program and works through Cultural Attachés of the Ministry of Foreign Affairs who are stationed in Cairo and London. It plans requests for technical assistance from organizations such as UNESCO and selects students for training under these programs when intergovernmental arrangements have been completed. It also recruits teachers from outside the country to expand its teaching faculties particularly in such schools as the Khartoum Technical Institute which offers courses in arts and crafts; civil, electrical, hydraulic, and mechanical engineering; and commerce and secretarial training.

Administration

Supreme Military Council Decrees and Ministry rules and regulations are published in the *Official Gazette*. In addition, the Ministry issues directive circulars and letters to its officials in the field and publishes special handbooks and manuals (such as the *Handbook to Elementary Education for Boys' Schools in The Sudan*).

The Ministry receives suggestions and recommendations through meetings of the main Advisory Board to the Director of Education, specialized advisory boards such as the one made up of Provincial Education Officers, special committees appointed by the Minister to work on particular problems, and meetings of District Councils. Shortage of educational facilities coupled with demand for education in excess of facilities available encourages interest and suggestions relating to education.

Kingdom of Sweden

Konungariket Sverige

July 27, 1959 [1]

THE KINGDOM OF SWEDEN is a Constitutional monarchy with a bicameral parliamentary system. The principle of parliamentarism is not mentioned in the Constitution of 1809 as amended and other Constitutional laws. It developed in the 20th Century. Executive power is vested in the King; namely, the King-in-Council (the King and Cabinet). The highest judicial power is vested in the King's Supreme Court. Legislative authority is shared between King and Parliament (Riksdag).

Parliament is "all-powerful" in the sphere of public finance and has direct control of the Bank of Sweden and the National Debt Office. In exercising his Constitutional powers, the King "must" accept the advice of his Ministers whom he "must" choose from the group which controls Parliament. In practice, "decisive power" rests with the party in majority.

Official Bodies Concerned With Education

The Royal Ministry of Education and Ecclesiastical Affairs (Kungliga Ecklesiastikdepartementet) under a member of the Council of State, is vested with most of the Cabinet level responsibility for education. Other Ministries under other members of the Council of State have certain specialized responsibilities such as:

---

[1] Pertinent to higher education concerns of the Royal Ministry of Education and Ecclesiastical Affairs is work of a Committee of Experts appointed in 1955 under terms of reference from the Ministry calling for reporting on tasks and needs of universities and colleges. This Committee presented a series of interrelated reports and statistical surveys on (1) higher learning studies, (2) college graduate statistics, (3) numbers of prospective graduates particularly in natural science and technological fields, (4) statistics on teacher shortages and surpluses, (5) conditions and needs related to scientific research, and (6) proposals for expansion of universities and colleges in the 1960's. A report on organization and administration is projected. Parliamentary action since the first report has extended appropriations. On May 27, 1960, Parliament acted on proposals for expansion of universities and colleges by endorsing the Committee's general plan in principle. Subsequently several Committees of Experts were appointed to work out detailed proposals for implementing actions.

The State-related faith identified in the Nation's Constitution is "the pure evangelical faith, as adopted and explained in the unaltered Augsburg Confession and in the resolution of the Upsala Synod of the year 1593."

Agriculture—agricultural, forestry, and veterinary colleges; forestry schools; and schools of agricultural and rural economy

Commerce—colleges of economics and schools concerned with fishing and with shipping

Defense—military schools

Foreign Affairs—intergovernmental education and cultural relations, and

Social Affairs—kindergartens and institutions for delinquent children.

National agencies under the Council of State and with heads appointed by the King-in-Council, have operating responsibility for activities in the field of education within the province of the Ministries. For example, in the employment field, the Royal Labor Board was instituted in 1948. Of particular interest to the Royal Ministry of Education and Ecclesiastical Affairs is the Vocational Guidance Division of this Board. Some of the activities in which the Division engages are central management and planning in vocational guidance, development of informational materials (among which are school prospectuses, vocational guidance films, and other materials for teachers concerned with the labor exchange), instruction of officials in the field and inspection of their work, and participation in the "practical activity of vocational guidance in high schools and universities." Also within fields of interest of the Royal Ministry of Education and Ecclesiastical Affairs are the National Government agencies for educational affairs listed below:

Board of Education (Skolöverstyrelsen) founded in 1920 by combining boards established in 1905 (for higher schools) and 1914 (for folk schools) when separate central management was introduced in lieu of direct administration of schools by the Ministry. This Board is concerned with some teacher training schools and schools providing general education or practical knowledge of a general character, including folk high schools and certain other forms of adult education.

Board of Vocational Training (Överstyrelsen för Yrkesutbildning) created in 1944 as an outgrowth of the Vocational Schools Department established in 1919 in the initial board for folk schools. It is concerned with business schools, schools for domestic education, technical high schools, trade schools, and the like.

Board of Institutes of Technology (Överstyrelsen för de tekniska högskolorna) founded in 1947 and concerned with the Chalmers Institute of Technology in Gothenburg and the Institute of Technology in Stockholm.

Office of the Chancellor of Universities (Universitetskanslerämbetet) founded in 1893 and concerned with the control of Caroline Medico-Surgical Institute, colleges of dentistry, and the universities.

There also are Research Councils under jurisdiction of the King-in-Council. Three of these National level Councils function in the area of jurisdiction of the Royal Ministry of Education and Ecclesiastical Affairs—Swedish Medical Research, Swedish Natural Science Research, and the Swedish Social Science and Legal Research Councils. Others are the Swedish Agricultural Research and the Swedish Technical Research Councils within areas of jurisdiction of the Royal Ministries of Agriculture and Commerce respectively.

Composed primarily of scientists, the King-in-Council normally appoints the chairman and two members with others being appointed from candidates elected at universities and other institutions at the higher education level. Certain high Government officials are permanent members of the Swedish Medical Research Council.

The Ministry concerned with education was established in 1841. Law and a special order provide for it in keeping with Article 5 of the Constitution which states:

> For the various branches of administration of the kingdom, there shall be departments of state in the number determined by law enacted by the King and the Riksdag jointly.
>
> The further distribution of duties among the departments shall be determined by the King in a special order, publicly promulgated.
>
> For each department the King shall select a head and spokesman from among the members of the council of state. . . .

As a rule, the King appoints the leader of the majority party to the post of Prime Minister and commissions him to form a Government. The party leaders sit in the Lower House of Parliament. In practice, the Prime Minister nominates candidates to carry portfolios in the Council of State and the King appoints the Ministers, including the Minister of Education and Ecclesiastical Affairs (Statsråd och chef för Ecklesiastikdepartementet).

Ministers usually are members of Parliament although there is no law requiring such membership. Terms of office are indefinite. Parliament appropriates funds for—without passing laws on—operations of the Ministry. The King-in-Council is the nominal chief executive authority meeting to record and sign decisions made at preliminary meetings of Ministers. Each Departmental Minister concerned is required to affix his signature to validate the King's.

Such Constitutional provisions as 4, 6, 8, 9, 34, and 38 relate to qualifications, obligations, and rights of the Minister of Education and Ecclesiastical Affairs by virtue of his membership in the Council of State:

> He must be a "capable, experienced, honorable, and generally respected native" subject.

He "may be present at all business which is dealt with at the council."

Unless he has "a legitimate excuse," he "shall be present for the consideration of all measures of special weight and importance, which . . . affect the general administration of the kingdom."

He is "held responsible" for his advice and is "under the obligation to express and explain" his opinions. It is his duty "to make energetic representations" against decisions which "would be manifestly contrary to the constitution of the kingdom or its general laws." If he "does not separately enter his opinion in the minutes" he is held responsible.

He "may not perform the duties of or receive income from any other office."

Organization

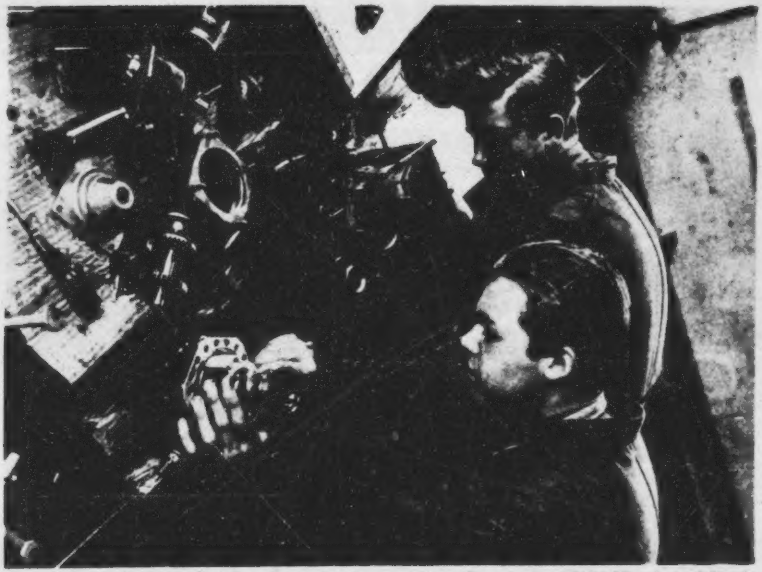
Under the Minister of Education and Ecclesiastical Affairs, there are Divisions for (1) Political and Financial Affairs including legal matters, and (2) Administration. The latter deals with matters related to archives, Church affairs, education, libraries, museums, National theaters, research councils, and the like. School administration below the Council of State level is characterized by the Government as a "mixed system of centralization and decentralization tending toward further decentralization of authority while State economic support is increasing."

Schools (primary, comprehensive, municipal realskola, municipal girls, and State secondary schools; State or municipal and municipal commercial gymnasiums; and municipal vocational schools) come under the local school committee (skolstyrelsen) chosen by the municipal authority. Local school committees come under County Educational Boards (länsskolnämnd) composed of two schoolmen, one lawyer, and four laymen with one of the noneducators being appointed as Chairman by the Government.

These Boards come under the Board of Education and the Board of Vocational Training which, in turn, come under the Council of State with the Minister of Education and Ecclesiastical Affairs having the largest jurisdictional interest. The Government looks to the County Educational Boards for planning and coordination of the municipal school effort.

The Board of Education is headed by a Director General and includes (1) departments (administration, experiments, organization, and teaching) having a number of executive branches for specific matters, and (2) independent executive sections (adult education, planning and building, school hygiene, and school welfare). The central supervision of higher schools is carried out directly by Board inspectors. To fulfill its advisory task, consultants are attached to the Board.

BEST COPY AVAILABLE



© by Erik Hilbert Olsson. Akeshov; courtesy, Government of the Kingdom of Sweden

Vocational training in the Kingdom of Sweden operates under the control of local school committees under County Educational Boards reporting to the Board of Vocational Training—a National Government agency within the administrative field of the Ministry of Education and Ecclesiastical Affairs.

The Board of Vocational Training has a Director in Chief and 15 members, including representatives of management and labor in various vocational fields. Civil servants act as chief secretaries in charge of the five branches of the Board. There also is an independent section for extramural activities. A number of inspectors and consultants maintain direct contact with the schools.

The Board of Institutes of Technology has a President and six members. The Office of the Chancellor of Universities is headed by a Chancellor nominated by representatives of the universities.

Authority, Responsibility, and Functions

The law on Departments of State and the King's special order on the Royal Ministry of Education and Ecclesiastical Affairs are basic authorities for the Ministry and its work. Elementary, secondary, and vocational school regulations, university statutes, and the like apepar in statutory handbooks published by the appropriate Board. The Ministry is an administrative body with powers of control over schools, institutions of higher learning, and related matters not asisgned to other Ministries by the King-in-Council.

In keeping with Article 10 of the Constitution, the Royal Ministry of Education and Ecclesiastical Affairs collects "necessary information from the competent administrative offices" and prepares and makes presentations to the Council of State. The central organization of educational institutions controlled by the Ministry is maintained by three Boards and the Office of the Chancellor of Universities responsible for executing Ministry directives.

Establishment of new higher municipal schools or of State schools requires decision by the King-in-Council and, in some cases, by Parliament. In some matters involving local school organization, responsibility for decision has been delegated to the Board of Education and the Board of Vocational Training. Plans call for certain planning and establishment powers being delegated to County School Boards. The organizational plan regulating local school conditions is prescribed by higher authority and encompasses compulsory, vocational, and higher schools.

The general and vocational educational systems are financed mainly by the State and local authorities. In general, the State appropriates funds for most education under State responsibility and contributes financially to the larger network of schools administered by municipal authorities. There are exceptions. For example, the municipal authorities are charged with providing the cost of construction and equipment for State gymnasiums (higher schools).

In general, the Ministry of Education and Ecclesiastical Affairs has authority to influence education matters. Rules and regulations concerning organization and basic principles of teaching are laid down by the King-in-Council after Parliamentary decisions on such matters as compulsory school attendance, length of school year, and appropriations.

Teaching plans for schools are fixed by the Government or the National Government Boards. Some are models for, a school's locally adapted program. Methods guides are published centrally to aid local school personnel in developing their own methods. Teacher training regulations are laid down by the Government which fixes rules for selection, appointment, promotion, and dismissal.

Some teachers and school administrators are appointed by the Government; others by National level agencies or by municipal school authorities. Plans call for delegation of appointing authority to County School Boards with local school committees exercising influence in such matters. After negotiations with the teachers associations, salaries of teachers are recommended by the Government and fixed by Parliament. Teachers and faculties determine student promotions and grant diplomas and degrees under conditions developed by the Ministry.

The Ministry, working through the State Board of Textbooks (Statens Läroboksnämnd) screens textbooks for school use and publishes lists of its selections, with textbooks being free to pupils at the elementary level. Development of regulations for school construction and maintenance come within the province of the Ministry. It also plans for health examinations and general physical care of school children.

Public schools predominate in the Kingdom of Sweden. To operate, private schools at compulsory school level require approval by local school authorities and are subject to inspection by the Board of Education. Indirectly through Ministry responsibility for developing matters pertaining to curriculums for public schools and through standardization of entrance examinations for institutions of higher learning, the Ministry influences curriculums of privately supported secondary schools.

The Ministry has general jurisdiction over institutions of higher learning not assigned to other Ministries. In addition to universties, there are institutes and schools in particular disciplines such as dentistry, engineering and architecture, medicine, pharmacy, and physical education, as well as higher education level work in the arts and music, dramatics, social work and public administration, and teacher training. Institutions of higher learning have self-government responsibilities within the framework of principle on organization and finance and within appropriations decided by the Government and/or Parliament. Major financial support is provided by the State.

The Ministry does not operate institutions. Research is carried out within the Ministry by committees appointed by the Minister. Major studies relate to such matters as aims and needs of universities, organization of teacher training institutions, coordination of rules and regulations for various types of schools, and the plan for changeover to the 9-year comprehensive school with length of compulsory schooling increased from 7 to 9 years. The latter relates to the *Education Act of 1950* whereby Parliament decided on school reform with experimentation under guidance of the Board of Education.

Educational and cultural relations of an intergovernmental nature fall within the framework of Article 11 and part of Article

12 of the Constitution. In matters concerning the State's relations with foreign powers, "all communications to foreign powers . . . shall, without regard to the nature of the business, be made through the minister for foreign affairs." The Government may enter into agreements with foreign powers on educational and cultural matters after consulting the Council of State.

The Swedish Institute for Cultural Exchange with Other Countries (within Ministry of Foreign Affairs jurisdiction) serves the Nation's cultural, social, and economic relations with other countries through cultural exchange, informational activities, and other mediums. A committee in the Institute is in charge of Swedish technical assistance to certain other countries.

The Swedish UNESCO Committee appointed by the Government on May 23, 1949 developed the plan for the Swedish National Commission for UNESCO, which includes representatives of the Royal Ministries of Education and Ecclesiastical Affairs and of Foreign Affairs as well as of particular fields of interest. It performs an advisory function to the Royal Ministry of Foreign Affairs (under whose jurisdiction it comes) and a coordinating function between the work of UNESCO and associations in the Nation concerned with education, science, and culture. The Royal Ministry of Education and Ecclesiastical Affairs makes recommendations on educational questions expected to be on the agenda of international conferences.

Administration

Laws and regulations are published in the official bulletin (*Svensk Författningssamling*) distributed to educational administrators. Information is transmitted to individuals through publications of the Boards and of the teachers associations. Suggestions reach the Ministry from municipal authorities and committees or other agencies in institutions of higher learning.

When institutions present their annual budget proposals to the Ministry, professional associations present petitions and recommendations to the Ministry or the National agency handling operations. The Minister sets aside 2 hours twice a week to receive the general public and representatives of educators, parents and the National Parents Association, and students. Such representatives also submit suggestions to other Ministry officials. Constituents make their wishes known to members of Parliament and Parliament may make recommendations to the King-in-Council on educational matters.

Thailand

(Prades Thai)

January 4, 1960

SUKHOTHAI was the center of the Thai Kingdom founded about 1257. During this era the Thai alphabet was developed with its kinship to the Khmer script. By 1350, suzerainty had passed to the King who founded Ayudhya. About 15 years after war destroyed that city, Rama I (1782-1809) of the Chakri dynasty established Bangkok as the capital.

The bloodless *coup d'état* of June 24, 1932 converted the Nation from an absolute to a Constitutional Monarchy under a Provisional Constitution followed by its first Constitution on December 10, 1932. The May 11, 1949 *Declaration of the Council of Ministers* altered the name of the Kingdom from Siam to Thailand (Freeland). After changes in fundamental law, a Constitution based on the one of 1932 was adopted on March 8, 1952.

In the October 20, 1958 shift of Government, the Constitution was abolished and a unicameral Assembly was appointed by the King, on the recommendation of the Prime Minister, to act as a Constituent Assembly to draft a new Constitution and to serve as an Interim Legislature. In practice, His Majesty the King is Head of State, professes the Buddhist Faith, and is the "Upholder of Religion." He exercises legislative power by and with advice and consent of the Interim Legislature, executive power through the Council of Ministers (Government) headed by the President of the Council (Prime Minister), and judicial power through Courts established by law. To advise him, he also has a Privy Council which he selects and appoints for service at his pleasure.

Administratively, the Nation has 9 Regions (Pharks) divided into 71 Provinces (Changwads) subdivided into districts (amphurs) and communes (tambols). Thai is the National language. Among others in local use are Chinese, Malay, and tribal languages, and various dialects such as Lao, Lu, and Shan. English is taught as a second language in some private primary schools and in private and public schools above that level.

The Thai Way of the Elders (Theravada) Buddhism is based on Pali Canon (Tripitaka) following practices and teachings at the time of the Buddha—Sidhatta Gotama. The calendar represents the Buddhist Era (B.E.) beginning with the passing of the Enlightened One on that lunar or "full-moon day of May" recognized in Thailand as being between 544 and 543 years before the Christian Era (anno Domini or A.D.) as recorded by solar calendar.

Before formation of the Constitutional Monarchy, simultaneous recording of an exact B.E. date by A.D. solar day, month, and year was infrequent in a field like education where—except for a few Christian missionary and private secular schools—responsibility traditionally rested with the monk in the local Buddhist temple (wat). Conversion of dates requires knowledge of the specific year used to mark the passing of the Buddha and adjustment for differences in lunar and solar calculation.

Official Bodies Concerned With Education

The Ministry of Education (Krasuang Suksathikarn) is the primary National agency for educational administration. It is headed by a member of the Council of Ministers—the Minister of Education (Ratamontri wa karn Krasuang Suksathikarn—literally, Minister of the Ministry of Education). Rama V (King Chulalongkorn, 1868-1910) founded a school in the Royal Palace in 1871, followed by other Royal schools outside the Palace walls. By 1884, the first public school had opened in Wat Maharn.

In a *Proclamation* the next year on the "third day of the waxing moon of the Sixth Lunar Month," the King declared his "wish" to "extend education facilities to all his subjects" and appealed to them to "send their children to school and to give them the benefit of free education to enable them to be better citizens." Another *Royal Proclamation* in 1887 (B.E. 2430) announced creation of the Department of Education headed by a Director to control established places of education.

On April 1, 1892 (B.E. 2435) the Department became the Ministry of Public Instruction. A *Royal Rescript* promulgated in 1898 (B.E. 2441) required monks to give instruction in general knowledge and morals and charged local officials with responsibility to assist in organization. In 1902, the *Act of Ecclesiastical Administration* required monks who supervised education to submit reports to the Ministry. Between 1902 and 1912, education programs began to be organized on a National scale. Education Officers were assigned for the Provinces, model schools were being established, and school inspection was started (with assignment of a General Inspector of Education in two of the Provinces in 1906).

After the first university was formed by amalgamation of several institutions into Chulalongkorn University under March 26, 1916 (B.E. 2459) Royal Command of Rama VI (King Vajiravudh, 1910-25) Faculties of Medicine, Political Science, Engineering, and of Arts and Sciences were created in 1917 (B.E. 2460). Also in 1917, a University Organization Department was set up to function along with the existing Religious Affairs and Education Departments of the Ministry.

By *Royal Ordinance* dated January 14, 1919, the King directed transfer of the Religious Affairs Department to the Ministry of the Royal Household and the Ministry of Public Instruction became the Ministry of Education. His Holiness the Supreme Patriarch of the Kingdom announced by January 22, 1919 *Encyclical Letter* that the transfer would not affect the "intimate" connection between temples and education of the people. At that time, 88 percent of the Government and locally financed schools were listed as being in temples or 75 percent of the total number when private schools were included in the count.

The *Primary Education Act, B.E. 2464,* was proclaimed on September 1, 1921. By its terms, a primary (prathom—4-year) school was defined as a Government, local, or private school depending on whether it was "created and maintained" by (1) "the Ministry of Education, which provides entirely for its expenses," (2) "the inhabitants of a District or Commune or by the District Officer, under the supervision of the Ministry of Education at the expense of such inhabitants," or (3) "private persons or associations under the *Private School Act, B.E. 2461* [1918]."

The 1921 Act provided for initiation of compulsory and free primary education in specified districts and communes and in others "when deemed expedient to do so." The Minister of Education was authorized to issue Ministerial Regulations affecting Government schools and "Bye Laws" to carry out the Law with the latter being "recognized as part of this Act" once Royal sanction was received.

Rama VII (King Prajadipok, 1925-34) decided during 1926 that education should not be separated from religion and the Religious Affairs Department was re-incorporated in the Ministry which again became the Ministry of Public Instruction. Five days after change to Constitutional Monarchy, an Acting Minister was appointed on June 29, 1932 and a Minister on December 10 when educational policy was formalized in the 1932 Constitution.

In keeping with Constitutional provisions, His Majesty the King appointed a Board of Education to draw up a *Scheme of National Education*. The Scheme was proclaimed on March 17, 1936. My March 1949, the 1932 Constitution was revised and educational policy was formalized as follows:

> Article 36. Every individual shall enjoy absolute freedom in education providing that the institutions are not run contrary to the educational laws or to the public safety.
>
> Article 53. Every citizen must receive primary education.
>
> Article 63. It is the duty of the State to promote and foster education. All institutions must be under the care of the State. Education is the responsibility of the State. Higher institutions of learning shall be under their own management.
>
> Article 64. Primary education in State and municipal schools shall be given free of charge. It is the duty of the State to equip the schools suitably.

Section 4 of an *Act Reorganizing Ministries, Public Bodies, and Departments, B.E. 2495* (March 8, 1952) "establishes" the Ministry of Education and Section 24 charges it "with the powers and duties in connection with education." With the 1952 Constitution, educational policy was re-enunciated (with Section 26 being the same as Section 14 of the 1932 Constitution):

> Section 26. Subject to the provisions of law, every person enjoys full liberty of . . . education . . .
>
> Section 42. The State shall promote and maintain education.
>
> It is the exclusive duty of the State to set up an educational system. All educational establishments shall be under the control and supervision of the State.
>
> The State shall make arrangements to enable academic institutions to manage their own affairs within the limits prescribed by law.

As changes occurred in Government, restatements in detail of educational policy were made by the Minister of Education or the Council of Ministers. Through the years other Ministries were assigned specialized responsibilities in education such as:

Communication—Railway School
Defence—military and naval schools
Foreign Affairs—diplomatic matters relating to international educational relations
Interior—Police Cadet Academy and, under its Department of Public Welfare, various child welfare schools and vocational rehabilitation training institutions; and
Public Health—with its School Health Division cooperating with the Ministry of Education.

In 1958, the Ministry of Culture and the National Council for Culture were abolished. The Department of Fine Arts and the Department of Religious Affairs, formerly attached to the Ministry of Culture, were brought under the Ministry of Education.

The major policy and standard setting organ in the field of education is the National Council of Education. With development of universities, the National University Council was established under the *National University Council Act, B.E. 2499* (January 19, 1956). It had status as a Department directly under the President of the Council of Ministers. On September 2, 1959, the Act was repealed and a National Council of Education was established under the *National Council of Education Act, B.E. 2502* (1959).

In general, the party in power agrees on which of its members shall be selected for Ministerial posts. The Head of the party—the President of the Council of Ministers—nominates, and his Majesty the King appoints, Ministers to administer affairs of State. Relinquishment of Assembly seat is not required for acceptance of Ministerial appointment. The Minister of Education is individually responsible to the President of the Council of Ministers and to the Assembly, shares in collective Council responsibility to the Assembly and is subject to interpellation by Assembly members. His term of office normally corresponds to the tenure of the party in power.

Organization

The National Council of Education is a public body directly under the President of the Council of Ministers who is Chairman. The Minister of Education is Vice-Chairman and the Under-Secretary of State for Education is a member ex officio—and as such directly responsible to the Chairman. Among its members are others directly concerned such as the Ministers of Agriculture, Finance, and Public Health, and the head of each of the universities (Chulalongkorn, Fine Arts, Kasetsart, Medical Sciences, and Thammasat). The Council has an Office of the Secretary and a technical staff.

In the Ministry of Education, the Office of Minister includes two Deputy Ministers and several Secretaries. Under the Minister, a civil servant Under-Secretary of State for Education is assisted by two Deputy Under-Secretaries. The Office of the Under-Secretary of State includes a Central Division (through which Departments and field personnel report) and Divisions for Culture, Educational Information, External Relations, and Finance. Each Department is headed by a Director-General aided by a

Deputy or Assistant Director-General and a Departmental Secretary. Departments include:

Educational Techniques—with Divisions for Educational Aids, Research, and Textbooks

Elementary and Adult Education—with Divisions for Adult Education, Elementary Education, and Special Education; a Finance Section; and a Supervisory and In-Service Education Group

Fine Arts—with Divisions for Archaeology, Architecture, Literature and History, Music and Drama, National Archives, and Traditional Art

Physical Education—with Divisions for Boy Scouts, Junior Red Cross, Promotion of Physical Education, Sports, and Stadium

Religious Affairs—with Divisions for Ecclesiastical Administration, Education, Propagation, Property, and the Secretariat

Secondary Education—with Divisions for Education Promotion and Evaluation, Finance, Government Schools, Pre-University Schools, and Private Schools; and a Secondary School Supervisory Group (with its General Inspectors of Education and School Supervisors)

Teacher Training—with Divisions for In-Service Teacher Training and for Pre-Service Teacher Training, Special Activities related to the College of Education and the International Institute for Child Study (a Thailand-UNESCO Institute known as the Research and Training Centre in Educational Psychology from its opening on October 1, 1954 to August 25, 1955) and a Staff for Supervision of Teacher Training; and

Vocational Education—with Divisions for Agricultural Schools, Commercial and Industrial Schools, Design and Construction, Technical Institutes, Trade Schools, and Vocational Education Promotion.

Schools come under the inspection and supervision of the District or Commune Education Officer and the Provincial Education Officer and operate under Ministerial regulations. Heads of local, municipal (established under authority of the *Municipal Act, B.E. 2476* or 1933), private primary and secondary, and Government schools (mathayom or secondary—3-year upper primary course and 5 additional years) work under the District or Commune Education Officer who reports to the appropriate Provincial Education Officer. In turn, the Provincial Education Officer works under the appropriate Regional Education Commissioner who reports to the appropriate Director-General of the Department of the Ministry.

Authority, Responsibility, and Functions

Establishment of political posts in education and organization and general administrative responsibility of the Ministry, Departments, and related public bodies are specified in a series of Acts and related Royal Decrees on the Administration of the Kingdom and on organization and reorganization. Detail on educational authority and responsibility is enunciated in such forms as pre-1932 Royal Commands and Laws, Constitutional Monarchy Acts, and later Acts on education in general, on particular educational institutions or types of institutions, and on specific levels of education. Illustrative are the:

National Council of Education Act, B.E. 2502 (1959)
National Education Plan Act, B.E. 2494 (1951)
Primary Education Act, B.E. 2478 (1935)
Private School Act, B.E. 2479 (1937) and later *Acts, B.E. 2483* (1940) and *B.E. 2497* (1954); and the
University of Medical Sciences Act, B.E. 2485 (1942) separating Departments of Dentistry, Pharmacy, and Veterinary Science, and the Faculty of Medicine from Chulalongkorn University to form the University of Medical Sciences (later consisting of Faculties of Dentistry, Medicine and Chulalongkorn Hospital, Medicine and Siriraj Hospital, Pharmacy, and Public Health—with the Department of Veterinary Science being transferred to Kasetsart University).

To implement the law, there are Ministerial Rules and Regulations. Within this framework, Ministry of Education authority over public education encompasses:

Establishment of schools
Drafting the budget for the Ministry and for education in Government schools (with Provinces and municipalities planning budgets for local and municipal education) and allocation of appropriated funds, drafting part of the Civil Service budget for above-base-pay salaries of school personnel and paying part of the total from Ministry funds, and seeking additional funds from special monies such as the Stamp Surcharge (on cigarettes, liquor, and public documents) for the Promotion of Education and Public Health under control of the Council of Ministers
Preparation and control of courses of study, curriculums, and time to be spent on specific subjects (with District or Commune Education Officers or school principals preparing study schedules within the framework of Ministry standards)
Control of preparation and conduct of examinations leading to advancement of school personnel and promotion of pupils
School inspection
Control of training, certification, and employment of school personnel
Responsibility for enforcement of compulsory education
School health services through Ministry of Public Health cooperation and through foreign aid
Construction and maintenance of schools from regular budget funds and from special construction funds authorized by the Council of Ministers (with a few schools being built by local groups which raise their own funds)

Preparation (including writing or translating), printing, and distribution of textbooks

Experimentation in a decentralized educational administration in keeping with a 1956 Act on administrative procedures which gave Provinces more responsibility, and

Research.

In 1917 the Minister requested private schools to register with the Ministry. The *Private School Act, B.E. 2461* (1918) and implementing *Law on Registration of Schools, B.E. 2461* required registration, specified conditions to be met and authorized Ministry inspection.

The *Private School Act, B.E. 2480* (1937) as amended in 1940 and 1954 continues the registration requirement and sets forth standards for recognition including those on use of official curriculums, use of the Thai language for instruction except in foreign language courses, qualifications of school personnel, and the like. The Ministry inspects private schools for compliance with law and regulation and as a basis for subsidies toward salaries of their teachers.

Public institutions of higher learning operate under separate Acts on their founding and organization and come under supervision of the National Council of Education attached to the Office of the Prime Minister. The Council is responsible for setting educational standards, providing syllabuses, and creating new departments or sections, and has power to appoint professors, assistant professors, and lecturers as a means of applying the same standard in each of the universities.

Universities have their own administrative councils and their teaching staffs are civil servants. For example, Chulalongkorn University has a University Council with the Minister of Education as President, while the Minister of Public Health has a similar role in connection with the University of Medical Sciences.

Government, local, and municipal schools are operated by National Government civil servants based in the field and under Ministry control. Cultural establishments such as the public libraries come under the Ministry of Education and the National Library and its branches come under its Department of Fine Arts. Research related to universities is carried out by the staff of the National Council of Education. The Ministry's Department of Educational Techniques conducts research related to such areas as achievement and intelligence testing, curriculum, educational statistics, and teaching aids.

Its External Relations Division handles exchange programs including those under the Colombo Plan, the United Nations and affiliated specialized agencies (such as UNESCO) and the United States Educational Foundation in Thailand. It works on development of other types of technical assistance such as the International Institute for Child Study in Bangkok (of direct concern to the Department of Teacher Training) and the Thailand-UNESCO Fundamental Education Centre (opened in May 1954 in Ubol).

In addition, it works on a variety of multilateral and bilateral projects. Included are projects with the aid of the South-East Asia Treaty Organization (such as for a Graduate School of Engineering at Chulalongkorn University) and the United States of America through its ICA (such as in public administration, teacher training, and other fields).

The Minister of Education is Chairman of the Thailand National Commission for UNESCO established by *Council of Ministers Resolution* of October 26, 1949. The Chief of the External Relations Division is the Secretary-General. In addition to other Ministry of Education representatives, there is a representative of the Ministry of Foreign Affairs. Subject to Council of Ministers confirmation, the Commission appoints delegations to UNESCO conferences and seminars. Also subject to such confirmation, the Ministry of Education sends representatives to a variety of intergovernmental and nongovernmental conferences such as those of IBE and of the World Confederation of Organizations of the Teaching Profession.

Administration

Acts and Decrees appear in the *Royal Government Gazette* (*Rajkitjanubeksa*). Ministerial regulations are transmitted to school heads and teachers through the Regional Education Commissioner, and Provincial and District or Commune Education Officers, as well as the General Inspector of Education and the appropriate supervisory group.

The Ministry also works through the Teachers Institute (Khuru-Sapha) which it supervises. This semiofficial organ was established on January 9, 1945 as a successor to the Teachers Association started in 1902. Supported by members with Ministry aid, it holds conferences and inservice and summer training programs for teachers. The Ministry also broadcasts over the Education Broadcasting Station opened on January 1, 1954. On May 19, 1958, it launched an experiment on school broadcasting.

Republic of Turkey

Türkiye Cümhuriyeti

January 7, 1960[1]

EASTERN AND WESTERN culture and geography meet in the Republic of Turkey. With an eastern tongue and a western alphabet, the people live on the Asian land mass or on the Turkish tip of Europe with the blue ribbon of the Bosporus, the Sea of Marmara, and the Dardanelles linking the two parts of the Nation.

By terms of the 1945 Constitution, legislative authority and executive powers are "concentrated and manifested" in the elected unicameral Grand National Assembly. Its executive authority is exercised through "the person of the President of the Republic elected by it, and a Council of Ministers chosen by the President" and headed by the Prime Minister designated by the President "from among the members of the Assembly." The Assembly also chooses the Council of State concerned with administrative conflicts, draft laws, and other duties in accordance with law. "Judicial authority is exercised by independent tribunals . . . ." The State consists of Provinces made up of districts and their subdistricts of hamlets and towns. Turkish is the "official language."

Official Bodies Concerned With Education

The Ministry of Education (Maarif Vekaleti) of the Republic of Turkey, headed by a member of the Council of Ministers, has authority over education in the Nation. While specialized training is administered by some of the other Ministries and most of the Ministries cooperate on adult education and literacy programs, the Ministry of Education has authority to approve and control such programs. The Ministry of Foreign Affairs has general responsibility for intergovernmental educational relations and the Ministry of Health and Social Welfare cooperates on school health matters.

---

[1] *Rules of Procedure* of the Turkish National Committee for Educational Documentation entered into force on November 1, 1958 charging this Committee of the Turkish National Commission for UNESCO with establishing the Turkish Centre for Educational Documentation.

For other detail, *see* Emin Hekimgil. *Education in Turkey*. Geneva: Imprimeries Populaires Geneva, July 1959. 43 p. and 2 diagrams. Issued after the Government reponded to the United States questionnaire, Part I contains the Government's report on "Educational Activities in the 1958–1959 School Year in Turkey" presented to the XXIInd International Conference on Public Education in Geneva, July 6–15, 1959. Part II, p. 35–43 contains data similar to that in this National section and the two organizational diagrams relate to the Ministry of Education and the public schools of the Nation.

On May 27, 1960, the Committee of National Union assumed control of the Government. Steps were taken which amended the constitution on a provisional basis pending promulgation of a new instrument and holding of elections incident to restoration of civilian government.

The predecessor of the Ministry of Education was established in 1857. In those days of the Ottoman Empire, the Sultan was head of State and Caliph or leader of Islam. Educational institutions were concerned primarily with reading of the *Koran*—the holy book of Islam printed in Arabic. These schools usually were attached to mosques, supported by charity, and under the religious representative (Sheikh-ul-Islamate) in the Government.

With establishment of a Provisional Government in Ankara on April 23, 1920, the Ministry of Education was created on May 10, 1920 in official recognition of education as a requisite to the reform and modernization of the Nation. "Knowledge is the truest guide in life," said Mustafa Kemal, known as Father of the Turks (Atatürk). These words, inscribed later on the building of the College of Languages, History, and Geography of the University of Ankara, became the motto of the educational program.

A series of events played their part in removal of education from the hands of the clergy and unification of the school system under a secular Ministry of Education. Among them were abolition of the Sultanate on November 1, 1922, the *Treaty of Lausanne* superseding the August 20, 1920 *Treaty of Sèvres* and ending the War of Independence on July 24, 1923, the proclamation of the Republic of Turkey on October 29, 1923, the abolition of the Caliphate on March 3, 1924, and transfer to the Ministry of Education by *Law No. 430* of that date of "all seminaries and schools operated by ministers of the Koranic faith or by private religious organizations."

The Constitution of April 20, 1924 proclaimed the principle of compulsory education with implementation at the primary level under *Law No. 1778* of 1931. The April 9, 1928 revision of Constitutional Article 2 deleted reference to Islam as the religion of the State. *Law No. 1353* of November 3, 1928 provided for abolition of Turkish lettering based on Arabic script and substituted the Turkish alphabet based on Latin characters in the interest of reducing illiteracy which had been estimated at about 90 percent in 1927. The Constitution was issued in simplified Turkish on January 10, 1945.

BEST COPY AVAILABLE

Courtesy, Ministry of Education of the Republic of Turkey

The Ministry of Education of the Republic of Turkey has authority over education in the Nation—including this study of the Turkish alphabet by primary school pupils.

Article 7 of the Constitution specifies in part that "The Assembly may at any time control the activities of the Government (Council of Ministers) and dismiss it." Articles 44-52 contain appointment procedure, general responsibilities, and further detail on tenure of Ministers. They are "chosen by the Prime Minister from the members of the Assembly and presented collectively to the Assembly following the approval of the President of the Republic." The Government "must submit its program and policy to the Assembly within one week at the latest and request a vote of confidence." The Council of Ministers is "collectively responsible for the general policy of the Government" and each Minister "shall be individually responsible for the affairs falling within his jurisdiction and for the acts and accomplishments of his subordinates as well as for his general policy."

Duties and responsibilities of Ministers "shall be defined by special law." Number also is "defined by law." If the Assembly decides to "summon for trial before the Supreme Court a member of the Council of Ministers, this decision shall likewise involve his relinquishment of office as Minister." The Council of Ministers "shall draw up regulations determining the mode of application of existing laws or particular sections in the law, provided the said regulations do not contain new legal provisions and are approved by the Council of State."

Article 12 identifies persons who are "not" eligible for election to the Assembly [and appointment as a Minister]. Included are persons "in the service of a foreign state," those who have received specified types of sentences, those "over whom a guardianship has been established," foreign citizens, those "deprived of their civil rights and, lastly, those who are unable to read and write Turkish."

Article 15 gives members of the Council of Ministers as well as Assembly Deputies the "right of introducing laws," while Article 22 gives to the Assembly power in "Questions, interpellations, and parliamentary inquiries." Article 23 specifies that "A person is not permitted to be a Deputy and hold another Government post at the same time."

Organization

The Minister of Education (Maarif Vekili) is assisted by (1) his Private Secretariat, (2) the Council of Education and other special bodies, (3) the Under-Secretary for Education in charge of Ministry operations, and (4) the Under-Secretary for Technical and Vocational Education. The Council of Education is the chief advisory body to the Minister of Education who serves as non-voting Chairman. It is responsible for acting on programs, rules, and regulations, and its decisions are final when approved by the Minister. Members include educators at large, presidents and deans of universities, directors of higher education institutions, those chosen by major parts of the Ministry, and those chosen by teachers in the Provinces. Among other special bodies are the:

Board of Directors—including the Under-Secretary for Education as Chairman, the Chairman of the Board of Inspectors, the Director of Personnel, and the General Directors, and concerned with administrative matters including transfer formalities relating to personnel in higher, secondary, and vocational education

Board of Education—a technical body to develop methods for informing the public on the National system of education, prepare programs and curriculums for public and vocational schools, review and vote on acceptability of textbooks, study draft laws and regulations prepared by organizational segments and special bodies concerned, and submit recommendations to the Council of Education

Board of Inspectors—with inspectors having authority to control educational institutions except the universities

Disciplinary Commission—with the Minister as Honorary Chairman and the Under-Secretary for Education as Chairman in acting on alleged offenses of employees

Legal Advisers—with the Legal Adviser being the Ministry lawyer and having responsibility for legal matters relating to draft laws submitted by other Ministries and agreements, contracts, draft laws, and regulatory issuances prepared in the Ministry of Education; and the

Turkish National Commission for UNESCO—advisory organ to the Government and the Ministry and liaison agency between organizations in the Nation and UNESCO.

Reporting to the Under-Secretary for Education are the General Directors heading the General Directorates of:

Fine Arts—encouraging the development of fine arts and seeking to raise the level of art appreciation through establishing and administering institutions in this field

Health and School Hygiene—supervising health personnel and programs in schools tied in with the Ministry

Higher Education—administrative matters related to universities and other institutions of higher learning, care of Turkish personnel studying abroad, and scholarships to Turkish and foreign students

Museums and Antiquities—supervising activities related to archaeological and historical sites (including applications for excavations) and museums

Primary Education—administering adult education programs, National Schools (for illiterate adults) and public primary schools including boarding schools at the primary level

Secondary Education—administering health organizations treating teachers and students of institutions attached to the Ministry and administering public junior and senior high schools

Teacher Education—administering teacher education activities, appointing staff, preparing programs and regulations, and working for improvement of teacher education institutions.

Three other General Directorates are attached for administrative purposes to the Office of the Under-Secretary for Education—Physical Education, State Opera, and State Theaters. They have separate or supplementary budgets and are autonomous in decision making. Their concerns are with improvement in general physical welfare of the people and public appreciation of opera and dramatic arts.

Administrative Directorates, headed by Directors reporting to the Office of the Under-Secretary for Education, include Accounting (representing the Ministry of Finance), Documents and Correspondence, and Procurement and Supplies. Directorates in General Education which report to the Office of the Under-Secretary for Education include:

Cultural Relations—coordinating cultural relations with other offices and organizations, handling technical contacts between the Ministry and foreign countries and international organizations, and serving as Secretariat to the Turkish National Commission for UNESCO

Mobilization and Military Education—administering student boarding houses for institutions of higher learning, mobilization matters related to schools and institutions affiliated with the Ministry, and military education

National Library—operating under *Law No. 5632* of March 23, 1959 and Ministry regulations and serving as a research center to facilitate artistic and scientific studies

Personnel—handling personnel matters related to teachers and employees of the Ministry

Physical Education and Scouting—concerned with curricular and extracurricular activities in these fields for schools affiliated with the Ministry

Private Education—concerned with general supervision over private educational centers, courses, and schools of a regular or specialized (foreign, minority, and religious) nature

Publications—administering the Ministry's publication program including its printing offices for textbooks and other publications and its bookstores, and

Public Libraries—administering public libraries throughout the country and making their books available to the public.

The Director of Education in each Province is appointed by the Minister of Education and reports to the Provincial Governor and to the Minister through the Office of the Under-Secretary for Education in the Ministry. He has a staff of primary school inspectors and organizational units for the various types of public and private schools and other institutions such as public galleries, libraries, and museums in the school districts of the Provinces.

Attached to the Office of the Under-Secretary for Technical and Vocational Education are Directorates dealing with Commercial, Home Economics, and Trade Education. They are responsible respectively for administration and instruction in commercial, home economics and women's education, and trade and construction schools.

Related Directorates attached to the same Office include (1) Business Affairs—accounting, budgeting, and purchasing; (2) Construction—planning and construction of school buildings for technical and vocational education; (3) Foreign Relations—with pertinent foreign technical assistance missions and technicians; (4) Personnel—appointment, assignment, and transfer of administrators and teachers in technical and vocational schools; (5) Procurement—specifications for and selection of equipment for technical and vocational schools; and (6) Statistics and Publications—collection and publication of pertinent statistics and preparation and supply of technical and vocational texts and reference books.

Authority, Responsibility, and Functions

The Constitution specifies "General Rights of Turkish Citizens." Among them are those on education:

> Art. 80. Instruction of any kind is free within the limits laid down by law under the supervision and control of the State.
>
> Art. 87. Primary education is compulsory for all Turks male or female and is free in State schools.

In addition to the Constitutional provisions and the law on duties and responsibilities of Ministers, there are a series of laws supplemented by regulations which spell out authority in the field of education. Among the *Laws* are:

- *No. 789* of 1926—principles of educational organization and requirement of Ministry authorization for educational institutions to be opened and operated
- *No. 3803* of April 22, 1940—reorganization of teacher training and establishment of rural institutes for training
- *No. 4274* of June 25, 1942—additional rural institute provisions, penalties for non-compliance with compulsory education requirements, and school construction
- *No. 4304* of August 20, 1942—technical and vocational education
- *No. 5166* of February 2, 1948—State responsibility for paying salaries of teachers
- *No. 5387* of May 27, 1949 as amended in May 1957—Education Centers for handicapped children including orphans and waifs
- *No. 5828* of August 11, 1951—State financing for construction of schools and teachers' lodgings, and
- *No. 6234* of February 4, 1954—primary teacher training schools (through amalgamation of rural institutes and teacher training schools) and teacher training schools in towns.

Under such provisions, the Ministry has legal authority over education and educational institutions. It (1) decides on establishment of schools; (2) prepares budget estimates (through its Ministry of Finance representative) for Grand National Assembly action; (3) determines courses of study, curriculums, and school schedules, including those for instruction in the Islamic faith authorized in primary schools by *Government Decree No. 3/12018* of December 25, 1950 and in secondary level schools by *Council of Ministers Decision* of August 13, 1956; (4) inspects schools; (5) approves textbooks for use in schools, publishes some of the texts as well as other educational literature, and distributes texts and other printed matter for schools; (6) has responsibility for enforcement of compulsory education; (7) controls examinations; (8) determines pupil promotions and grants diplomas; (9) controls employment and training of school personnel; (10) controls and finances school construction; (11) supervises education and literacy programs (in which various Ministries participate); (12) conducts research; and (13) sponsors conferences, seminars, and workshops.

For educational programs in other Ministries and for private schools, the Ministry has approving authority over their establishment and their courses and curriculums, and exercises control through inspection. In 1949 universities (as distinct from other institutions of higher learning) were given autonomy subject to authority of the Minister to exercise general administrative supervision. Their budgetary support is included in the budget of the Ministry of Education with modifications in budget coming within the province of the Grand National Assembly.

Other institutions of higher learning (including newly established universities which have not yet attained "full independence of status and operation") come within control of the Ministry. Some are attached to other Ministries.

Research activities in the field of education are carried out in educational institutions and universities and in the Research and Measurement Bureau of the Ministry. The latter provides consultative service to other Ministries and to schools and school systems. Among other activities, it is concerned with selection programs particularly for institutions at the higher education level.

The Turkish Provisional National Commission for UNESCO was established under Ministry of Education *Decision No. 3318* of September 9, 1948. Following approval by the Council of Ministers in *Decision No. 9862*, the Constitution of the Turkish National Commission for UNESCO entered into force on August 25, 1949. In addition to the Minister of Education, the Commission includes other representatives of Government and representatives of governmental and nongovernmental organizations in the Republic of Turkey. Commission operations are financed by donations, grants-in-aid from public institutions, profits from publications produced by the Commission, and State subsidies.

Through the work of its Directorate of Cultural Relations, which also provides secretariat services to the Commission, the Ministry participates in development of policy and supplies personnel for Government delegations to pertinent intergovernmental conferences such as those of the Council of Europe, IBE, and UNESCO. It helps develop cultural agreements with other countries and works with nongovernmental international organizations such as the International Theatre Institute. Technical assistance projects, including exchange of personnel and scholarships, are coordinated through this Directorate.

Administration

Legal issuances are published in the *Official Gazette* (*Resmi Gazete*). Ministry policies, regulations and rules are brought to the attention of individuals concerned through official weekly bulletins, and through news letters and publications.

Recommendations reach the Minister and the Ministry through organs which are advisory to the Ministry and through such organizations as parent-teacher associations, school charity organizations, school construction associations, and teacher associations. Representatives of such groups are consulted directly on some problems and, in some cases, the public is asked directly for suggestions.

Union of South Africa

Unie van Suid-Afrika

August 13, 1959[1]

MAY 31, 1910 marked entry into force of the British 1909 *South Africa Act* to unite the Cape of Good Hope, the Orange River Colony, Natal, and the Transvaal "in a legislative union under one Government under the name of the Union of South Africa." Union adoption in 1934 of the *Statute of Westminster* formalized State autonomy within the Commonwealth of Nations. This *Act No. 69* vested Executive Government in the British Sovereign "acting on the advice" of Ministers of State for the Union, with administration being "in person or by a Governor-General" as the Queen's representative.

As amended, the Constitution in the *South Africa Act* provides for a Governor-General appointed by the Queen. An Executive Council "chosen and summoned" by the Governor-General to "hold office during his pleasure," advises "in the Government of the Union." The Cabinet administers Departments of State. Its members are "members of the Executive Council" and "Ministers of State for the Union."

Legislative power is "vested in the Parliament of the Union" (Head of Executive Government, partly appointed and partly elected Senate, and elected House of Assembly). Parliament has "full power to make laws for the peace, order, and good government of the Union." A proposed ordinance passed by a Provincial Council must be presented "to the Governor-General-in-Council for his assent" and then has effect "as long and as far only as it is not repugnant to any Act of Parliament." Judicial power rests with the Supreme Court of South Africa.

Pretoria is the "seat of Government" except that Capetown is the "seat of the Legislature of the Union." English and Afrikaans are "official languages."

---

[1] In a referendum on October 5, 1960, the electorate voted in favor of taking steps to reconstitute the Union as a Republic. On March 15, 1961, the Prime Minister announced withdrawal from the Commonwealth of Nations would be effective on May 31, 1961 when the Union became the Republic of South Africa.

Official Bodies Concerned With Education

Policy control in education rests ultimately at the Union level through Parliament and the Governor-General-in-Council. The Department of Education, Arts and Science (Departement van Onderwys, Kuns en Wetenskap) under a Minister of State, is responsible for adult and higher education; vocational education for "children in need of care," the physically handicapped, and white juvenile delinquents; and vocational education for "Coloureds" (mixed racial strains), Whites, and Indians (originally from India). The Department of Bantu Education (Departement van Bantoe-Onderwys)—also under a Cabinet Minister—is responsible for primary, secondary, and higher education, and vocational and teacher training for the Bantu (native Africans).

The Department of Agriculture controls and administers agricultural institutions to train agricultural assistants and farmers and a school for foresters is maintained by the Department of Forestry. Primary, secondary, and secondary agricultural education, and teacher training institutions for Coloureds and Whites in the Orange Free State and for Asiatics, Coloureds, and Whites in other Provinces are administered by the Provincial Education Department headed by a Director of Education in three Provinces and a Superintendent-General of Education in the Cape of Good Hope.

Home teaching of Bible reading in the Johan van Riebeeck settlement of 1652 was followed successively by traveling schoolmasters, and schools. Each Province had its school system when the Union was formed. Article 14 of the Constitution authorizes the Governor-General to "appoint officers . . . to administer such departments of State of the Union as the Governor-General-in-Council may establish . . ." Article 16 transferred "All powers, authorities and functions" from the Colonies to the appropriate authority in the Union "except such powers and functions as are by this Act or may by a law of Parliament be vested in some other authority."

Subject to provisions of the Act and "assent of the Governor-General-in-Council," Article 85 authorizes the Provincial Council to "make ordinances" within specified "classes of subjects." Among them is "Education, other than higher education, for a period of five years and thereafter until Parliament otherwise provides." This provision remains unchanged.

"The control and administration of native affairs and of matters specially or differentially affecting Asiatics throughout the Union shall vest in the Governor-General-in-Council . . ." according to Article 147. In this context, the Department of Education, Arts and Science (called the Department of Education until August 1949) and the Department of Native Affairs were established at the Union level with the Provincial systems continuing as distinct units administratively. Under later legislation, content, method, and organization of education gradually became similar in the various Provinces, while the Department of Bantu Education was set up in 1958.

Like other Ministers of State, the Minister of Education, Arts and Science (Minister van Onderwys, Kuns en Wetenskap) and the Minister of Bantu Education (Minister van Bantoe-Onderwys) usually are senior members of the majority party returned to Parliament by the electorate. They are nominated by the Prime Minister—leader of that party in the House of Assembly. Appointment is by the Governor-General and usually corresponds to the 5-year House of Assembly term unless, for example, the House is dissolved at an earlier date under Constitutional Article 45.

Professional qualifications are not specified by law. Constitutional Article 14 provides in part that "no minister shall hold office for a longer period than three months unless he is or becomes a member of either House of Parliament."

As Members of Parliament, Ministers must qualify under Article 26 or 44 and Articles 51 and 53. Senators must be "not less than thirty years of age" with elected Senators being registered as owners of "immovable property within the Union." A Senator or a Member must be "qualified to be registered as a voter for the election of members of the House of Assembly in one of the provinces," have "five years" of residence in the Union, and be of "European descent" and "Union nationality." Each must declare "allegiance" before taking his seat. Under specified conditions, disqualifications relate to conviction, insolvency, unsound mind, and holding specified offices such as those for profit.

Under Article 52, a Minister of State who is a member of either House has "the right to sit and speak in the Senate and the House of Assembly, but shall vote only in the House of which he is a member." Article 57 authorizes "powers, privileges, and immunities" declared by Parliament.

Cabinet members are responsible to the Prime Minister as their immediate superior, to the Cabinet, and to Parliament. Ministers may hold more than one portfolio. At different times the Minister of Education, Arts and Science has held simultaneously such a portfolio as Forestry, Health, Mines, Justice, or Social Welfare. The Provincial Director or Superintendent-General of Education is appointed by the Public Service Commission as a civil servant.

He reports to the Provincial Administrator appointed by the Governor-General-in-Council under Constitutional Article 68.

Organization

Assisting the Minister of Education, Arts and Science is the Secretary for Education, Arts and Science—a civil servant in charge of the staff. Organizationally, the Department includes:

Advisory Committees and Boards—Committee of Application and Advice (related to the Netherlands South African Cultural Agreement), Committee for Evaluation of Certificates, Committee of Heads of Education Departments, National Readjustment Committee and Vocational Board, Historical Monuments Committee, Interdepartmental Advisory Committee on Juvenile Maladjustment, Place Names Committee, Reciprocal Bursary Schemes Committee, Special Education Committee, and University Advisory Committee

Archaeological Survey, Department Library, Film Services, National Translation Bureau, State Archives, and the Union Observatory

Examination Section—with National examinations under Joint Matriculation Board control (a statutory self-governing body including the Minister)

Inspectors of Education

National Advisory Council for Adult Education—with Subcommittees for Adult Education, Advancement of the Arts, Advancement of Science, and Physical Education, advising on work of functional Divisions in these areas

National Bureau of Educational and Social Research—central organization and information office for social science and educational matters in the Union

National Council for Social Research—a 16-member non-statutory advisory body to the Minister having (1) a coordinate relation to the National Bureau of Educational and Social Research; (2) Committees of Experts in: African Studies; Economics, Commerce, and Geography; Education and Psychology; History, Languages, Law, etc.; and Sociology; (3) an Editorial Board for the *Journal for Social Research;* and (4) a General Purposes Committee

State-Aided Institutions—Continuation and Part-Time Classes; Museums, Libraries, Art Galleries, Zoological Gardens; Special Schools for the Deaf, Blind and Epileptics; Vocational Schools; and Universities; and

State Institutions—Adult Technical Schools, Central Organization for Trade Testing, Schools of Industries, Special Schools for the Physically Handicapped, Technical Colleges, Vocational Schools, and Reformatory Vocational Education

The Provincial Director or Superintendent-General of Education is an ex officio member of such bodies as (1) the Committee of Heads of Education Departments in the Dpartment of Education, Arts and Science, (2) Councils of Universities, and (3) the statutory Joint Matriculation Board of the University of South

Africa. Sometimes he is represented officially on National bodies uch as the National Apprenticeship Board and the National Health Council.

Education Departments have various Committees, an Examination Unit, one or more Inspectorates to supervise appropriate chools, Organisers of School Libraries and of Special Subjects commercial, domestic science, drawing and art, manual training, needlework and housecraft, physical culture, singing, and the like), nd Special Services (such as dental, medical, psychological, and vocational guidance). There also is an Administrative unit for uch matters as buildings, bursaries, school feeding and supplies, taff, and records.

The Minister of Bantu Education has a Secretary for Bantu Education (a civil servant) under him. An Inspectorate in this Department supervises Regional Offices which in turn deal with chools and their School Boards and Committees.

Authority, Responsibility, and Functions

Authority in the field of education stems from the Constitution, ther Union legislation, and Provincial ordinances. In addition to Constitutional Articles 85 and 90 authorizing Provincial ordinances on certain educational matters provided they receive assent y the Governor-General-in-Council, part of Article 89 relates to ducation. Under certain conditions, this Article provides for any pecified educational institution in a Province "to retain and apply uch of its revenue and other moneys received by it, as the Administrator may from time to time determine, for the purpose of meeting its expenditure" instead of paying them into the "provincial evenue fund . . ." Among Parliamentary Acts on or related to ducation are the:

Higher Education Act (No. 30, 1923) as amended—administration, control, and recognition of such institutions

Children's Act (No. 31, 1937)—establishment and maintenance of institutions for "children in need of care" together with matters of concern to other Union Departments (such as on the employment of children)

Financial Relations Consolidation and Amendment Act (No. 38, 1945)—subsidies to Provinces

Special Schools Act (No. 9, 1948)—education and training of behavioral, mental, and physical deviates

Bantu Education Act (No. 47, 1953)—transfer of administration and control of Native education from Provincial administrations to the Union Government

Vocational Education Act (No. 70, 1955)—establishment and control of vocational schools and part-time classes, and

Extension of University Education Act (No. 45, 1959)—provision for establishment of University Colleges for Bantu students.

Education Ordinances (which consolidated and amended earlier Provincial educational legislation) include: *No. 23* of 1942 as amended (Natal), *No. 29* of 1953 (Transvaal), *No. 16* of 1954 (Orange Free State), and *No. 20* of 1956 (Cape Province).

In such a context, heads of the Departments of Education, Arts and Science and of Bantu Education and the Provincial Education Departments are responsible for introducing proposed legislation and amendments on matters within their competence at Union or Provincial level. Their Departments decide on number, location, and type of schools within their jurisdiction.

Budget estimates of the Union Departments are submitted to Parliament after Union Treasury approval. Taxes paid by the Bantu supplement the Department of Bantu Education budget from Parliament. Provinces receive subsidies from Union Government funds under the *Financial Relations Consolidation and Amendment Act.* Subsidies represent about 50 percent of the Provincial expenditure and supplement revenues raised by Provincial Councils through direct taxation.

Union and Provincial Departments establish courses of study and curriculums and decide how and when subjects should be taught in their State schools. Supervision of State and State-aided schools is carried out through school inspectorates. Post-secondary teacher training institutions come under the Department of Education, Arts and Science, the Department of Bantu Education, and Provincial Education Departments. They provide training for arts and crafts, commercial, technical, and nursery school teachers. Departments select, appoint, assign, promote and dismiss their teachers and other school personnel. Salary scales for principals and vice principals are based on size and type of school. Other scales are based on number of years of postmatriculation (beyond secondary level) training.

In its schools, the Department of Education, Arts and Science uses Provincial compulsory education standards in effect where a school is located. The various Departments have medical and dental inspectors and provide related examinations and care for pupils in Departmental schools. Provincial Education Departments have school clinics in their larger centers.

Union and Provincial Departments both issue diplomas and certificates. The Department of Education, Arts and Science conducts examinations and issues National Certificates for (1) classes from Standard 6 (8th school year) to the level of the Engineer's Diploma (about 3 years beyond Matriculation) and (2) the Teacher's Diploma at the end of Provincial postsecondary teacher training. It also publishes syllabuses giving particulars on requirements for various courses. As a rule, it does not prepare textbooks. In general, teachers use books they deem most suitable.

School construction is supervised by the Department of Public Works for the Department of Education, Arts and Science and by the Architects' Offices of the Provinces. Bantu community buildings are provided by their communities while owners supply farm and factory school buildings.

Private schools at compulsory age levels are required to register with the appropriate public educational authority. Prior formal approval from the Minister of Bantu Education is mandatory for establishment of private schools for the Bantu.

Departments of Education, Arts and Science and of Bantu Education have supervisory authority over higher education for white and nonwhite students respectively. Universities obtain State subsidies through these Departments while being chartered as "autonomous" institutions. University Councils exercise control and include representation appointed by the Government. Senates control specified academic matters. Universities offer courses for teachers at "postgraduate" (degree-granting) levels and have authority to grant degrees.

Certain cultural institutions (such as art galleries, libraries, museums, and zoological gardens) obtain subsidies through the Department of Education, Arts and Science. Except for required annual reports, audited financial statements, and personnel subscription to a stipulated pension scheme, these institutions manage their own affairs without State control.

The National Bureau of Educational and Social Research conducts research such as that pertaining to standardization of tests, uniform statistics for education, and particular kinds of education such as technical and commercial education. It also undertakes surveys such as those on employment and training facilities for engineers, incidence of juvenile delinquency, and problems of the aged.

The Minister of Education, Arts and Science established the National Council for Social Research in 1945. Through the Department, it receives an annual grant from the Union Treasury. Bursaries to graduate students; senior bursaries to lecturers, professors and senior research assistants; publications grants; and training grants are awarded for widely ranged research, including regional projects related to Africa.

Basutoland (a Bantu Reserve surrounded by the Orange Free State) and Swaziland (on the edge of the Transvaal)—like Bechuanaland to the north—are under the Commonwealth Relations Office in London and its Resident Commissioners. South-West Africa is a Mandated Territory outside the framework of the United Nations Trusteeship system. It has its own Constitution and has representatives in the Union Parliament.

The Department of Education, Arts and Science represents South Africa in the Inter-African Committee for the Social Sciences of the multilateral Commission for Technical Co-operation in Africa South of the Sahara (known by its French initials as CCTA). The National Bureau of Educational and Social Research acts as the Department's liaison body with CCTA. To IBE it sends annual reports and replies to questionnaires. It also replies to other educational inquiries from abroad. The Department of Education, Arts and Science carries out responsibilities in connection with the Union cultural agreement with the Kingdom of the Netherlands. It handles bursaries for advanced foreign study exchanges and handles exchanges of publications with foreign educational and research organizations and libraries.

Administration

Laws and regulations are published in the *Government Gazette* and in official gazettes of the Provinces and of South-West Africa and then distributed to Departments and schools. Directions and policies usually are contained in circular minutes distributed to schools. It is mandatory that gazettes and minutes reach the staff.

Suggestions are received by the Ministers from advisory boards, committees, councils, and other staff in the Departments and from Interdepartmental Committees (such as on Special Education). In addition, local elected school boards in the Cape of Good Hope, Orange Free State, and Transvaal make recommendations on educational matters exclusive of those relating to curriculums. Departmental schools of these Provinces and of the Department of Education, Arts and Science have School Committees or similar bodies on which parents and others serve in an honorary advisory capacity.

Teachers Associations and Societies also play a role in advising Education Departments in matters of policy and professional administration. The Division of Adult Education of the Department of Education, Arts and Science encourages suggestions through its work with voluntary organizations relating to family and youth camps, lectures at factories and other sites, study weeks, and other projects.

Union of Soviet Socialist Republics

(Soiuz Sovetskikh Sotsialisticheskikh Respublik)

THE MATERIAL which follows does not constitute a country summary like the National sections for other countries included in Part II. These paragraphs are excerpted from official statements presented by educational authorities of the Union of Soviet Socialist Republics in November 1957 for use by the Office of Education in connection with this study and do not reflect official United States views.

"In the USSR all schools, including also higher educational institutions, are state schools; they are opened, maintained, and directed by the state."

"In accordance with Article 78 of the Constitution (Basic Law) of the USSR, the Ministry of Higher Education of the USSR is the Ministry which directs higher education in the country both on the union and republic level.

"Under the direction of the Ministry of Higher Education of the USSR there are universities, schools of economics and law, polytechnical, machine-construction, mining and metallurgical, civil engineering, technological, and certain other higher educational institutions.

"The remaining schools of higher education: medical, agricultural, pedagogical, etc., come under the jurisdiction of the respective ministries and departments.

"In accordance with Article 76 of the Constitution of the USSR, the Ministry of Higher Education of the USSR directly administers the institutions and organizations of higher education subordinated to it, and through the ministries of higher education of the union-republics directs the higher educational institutions, establishments, enterprises, and organizations of these ministries, and likewise exercises teaching, methodological, and scientific control over all higher and secondary specialized educational institutions (technical schools, specialized schools, and vocational schools) of the USSR which are under the administration of other ministries and departments.

"The basic objectives of the ministries of higher education of the USSR are as follows: the development of higher and secondary specialized education in accordance with the needs for specialists in the various branches of the national economy, science, and culture; expansion of the networks of correspondence and evening higher and secondary specialized educational institutions; the improvement of teaching technique and methodology; the development of scientific research in higher educational institutions; the preparation, approval, and publication of textbooks, teaching aids, etc., for higher educational institutions and secondary specialized schools.

"Moreover, the Ministry of Higher Education of the USSR studies the current and future needs of various branches of the national economy and culture in the matter of specialists with higher and secondary education. It presents to the Council of Ministers of the USSR for consideration prospective plans for the training of specialists in all higher educational institutions, irrespective of their departmental affiliation, and submits proposals for opening, combining, or reorganizing schools of higher education, for the length of courses of study, for entrance requirements for schools of higher education, for practical work in industry for students and scientific research in schools of higher education, and for the scope and system of assigning state scholarships, etc."

"The Ministry of Higher Education of the USSR is headed by a Minister who is appointed by the Supreme Soviet of the USSR and is responsible to the Council of Ministers of the USSR.

"In accordance with Article 72 of the Constitution (Basic Law) of the Soviet Union he directs the activities of the Ministry and of the higher educational institutions, enterprises, establishments and organizations under its jurisdiction.

"The Minister ensures compliance with the laws, as well as with decrees and directives of the Government of the USSR on all matters affecting the Ministry. The Ministry of Higher Education of the USSR has the following structure: main administrations, administrations and departments. For example, main administration of universities and higher educational institutions for economics and law, main administration of polytechnical and machine-construction schools of higher education, etc.

"In accordance with Article 73 of the Constitution (Basic Law) of the USSR, the Minister of Higher Education of the USSR, within the limits of the competence of the Ministry, issues orders and instructions on the basis of and in compliance with existing laws as well as with decrees and directives of the Government of the USSR.

"Regulations concerning main administrations, administrations and departments, are approved by the Minister of Higher Education. He also approves the rules and regulations of schools of higher education, appoints and discharges the heads of the main administrations, administrations and departments of the Ministry, and directors of schools of higher education under the Ministry.

"The Minister of Higher Education performs all his activities of control over higher education in the country through a board (collegium), i.e., the Ministry has a Board consisting of the Minister (Chairman of the Board), his deputies and leading officials of the Ministry of Higher Education: chiefs of main administrations, administrations, departments, etc.

"The members of the board are approved by the Government of the USSR on recommendation of the Minister of Higher Education of the USSR.

"At its meetings the Board considers the most important matters pertaining to the methodology of teaching, scientific research, educational activities, management and finances of the higher and specialized secondary educational institutions, verification of performance and practical direction over schools of higher education that come under the Ministry; it hears reports from the leading officials of the Ministry and of the higher educational institutions, organizations, and enterprises under it, and also of the ministers of higher education of the union-republics concerning their work, and makes concrete decisions on them.

"Decisions of the Board are put into effect by orders of the Minister.

"Orders of the Minister and of his deputies are transmitted to the heads of the higher educational institutions, and their execution is verified by the Ministry of Higher Education of the USSR."

"The Ministry of Higher Education and individual institutions of higher education establish connections with foreign schools of higher education or with individual scientists through a reciprocal exchange of lecturers on various questions of science and technology, exchange of students of schools of higher education, educational and scientific literature, exchange of delegations of scientists from schools of higher education and other personnel employed in the system of higher education, etc."

"Under the Constitution of the USSR the establishment of basic principles in the field of education is under the jurisdiction of the Union of Soviet Socialist Republics, represented by its highest state authorities and organs of state administration.

"Matters relating to higher education are under the jurisdiction of the Ministry of Higher Education of the USSR. It executes the over-all direction of higher educational institutions which are otherwise under the jurisdiction of other agencies and also the immediate direction of universities and the most important institutes of Union-wide significance which are training specialists for various agencies."

"Current and prospective plans for the development of popular education in the USSR are developed by the State Planning Committee of the Council of Ministers of the USSR. The ministries of education in the Union Republics, the Ministry of Higher Education of the USSR, and the Academy of Pedagogical Sciences of the RSFSR take part in the development of decisions pertaining to basic principles in the field of education.

"Educational institutions of a cultural nature (libraries, houses of culture, museums, theaters, motion-picture theaters) are directed by the Ministry of Culture of the USSR.

"Union republics, represented by the highest state authorities and organs of state administration, have control over primary, secondary, and higher education.

"In the union republics matters relating to primary and secondary general education, as well as to the training of pedagogical personnel, are dealt with by the respective ministries of education: by the RSFSR Ministry of Education in the Russian Soviet Federative Socialist Republic, by the UkSSR Ministry of Education in the Ukrainian Soviet Socialist Republic, etc.

"The ministries of education have been established under the constitutions of the union republics. The ministries are in charge of the branch of state administration entrusted to them and are subordinated directly to the councils of ministers of the union republics.

"As a rule, but not mandatorily, the Minister of Education is appointed by the Presidium of the Supreme Soviet of the Union Republic from among the deputies of the Supreme Soviet. The Minister of Education is a member of the Cabinet and of the Council of Ministers of the respective union republic. There are no legislative provisions as to the length of the term of office of the minister or to his qualifications.

"The Minister of Education is responsible to the government of the union republic for the status of popular education, issues orders and instructions on the basis and in fulfillment of the laws of the USSR and the union republic, as well as of resolutions and directives of the USSR Council of Ministers and the Council of Ministers of the Union Republic, controls their execution by the personnel of the Ministry, and decides all matters ensuring the normal functioning of educational institutions."

"The Ministry of Education of the RSFSR has the following organizational subdivisions: Main Administration for Schools, Administration for Preschool Education, Administration for Children's Homes, Main Administration for Higher and Secondary Pedagogical Educational Institutions, Personnel Administration, Administration for Planning and Finances, Administration for Building Construction, Property Administration, and Secretariat.

"Attached to the Ministry of Education of the RSFSR there are also a State Publishing House for Teaching and Pedagogical Materials, State Publishing House for Children's Literature, Main Administration for the Technical Teaching-Aid Industry, Main Administration for Supply of Educational Institutions, and Central Institute of Advanced Studies for the leading officials in the field of education.

"The RSFSR Academy of Pedagogical Sciences is also under the jurisdiction of the Ministry."

"The Academy of Pedagogical Sciences of the RSFSR is the center of scientific research work in the field of pedagogical science and school construction. The collegium of the RSFSR Ministry of Education discusses annually the activities of the Academy and reviews the plan of its scientific research work for the following year. Departments of pedagogical institutes are invited to participate in the development of individual problems. Published papers of the Academy are used by educational agencies and schools in all the union republics. In all other union republics the scientific research work is organized by the ministries of education of these republics through the scientific research institutes of pedagogy."

United Arab Republic

(Al-Jumhuria Al-Arabia Al-Muttahida)

November 16, 1959 [1]

UNIFICATION of Egypt and Syria as one Republic was proclaimed on February 1, 1958. Principles of unity were adopted in general plebiscite on February 21 that year. A Provisional Constitution was set up with terms calling for a President as Head of State who assumes executive authority in accordance with the Provisional Constitution. Legislative authority is vested in the National Assembly seated in Cairo as the Capital City of the Republic. Judges "are independent and only the law shall have power over them in regard to their judicial actions."

The President appoints Ministers and "may relieve them of their posts." Each Minister undertakes "supervision of the affairs of his ministry" and implements the "general policy laid down by the President." If the National Assembly "resolves that it has no confidence in any minister, that minister shall resign."

By October 1958, *Presidential Decrees* were issued concerning formation of a Central Government (Hukuma Markaziyyah) for the Republic and an Executive Council (Majlis Tanfidhi) for each Region (Iqlim)—Egypt and Syria. The chief concern of the Central Government is to lay down (in collaboration with certain Departments of the Executive Bodies in their respective fields of activity) the "public policy of the whole country on National level." Each Executive Council "shall consider and examine subjects relating to the implementation of public policy" in its Region.

"All laws, decrees and regulations in force in each of the two regions of Egypt and Syria at the time the Provisional Constitution" came "into effect remain valid within the regional spheres for which they were intended." They "may, however, be abrogated or amended" in accordance with procedure established in the Provisional Constitution. Under the earlier separate Constitutions Arabic is the "official language" with Islam bei[illegible]e religion of the majority of the people.

---

[1] The Region of Syria became the Syrian Arab Republic on September 29, 1961.

Official Bodies Concerned With Education

The Ministry chiefly concerned with education at the Republic level is the Central Ministry of Education (Wazaratu Al-Tarbiyati Wa Al-Ta ʿalīm Al-Markaziyyah), established by *Presidential Decree* on October 7, 1958. It is headed by a Minister of Education who is a Minister of the Central Government (Al-Wazīr Hukuma Al-Markaziyyah). Among Republic level Ministeries having policy concerns in their fields which relate to education are: Agriculture, Foreign Affairs, Health, Interior, Justice, National Guidance, Public Works, Social Affairs and Labor, and Waqfs (benevolent endowments).

Ministries chiefly concerned with education at the Regional level are the Ministry of Education, Egyptian Region (Wazaratu Al-Tarbiyati Wa Al-Ta ʿalīm, Iqlīm Misr) and the Ministry of Education, Syrian Region (Wazaratu Al-Tarbiyati Wa Al-Ta ʿalīm, Iqlīm Souriyyah). Each is headed by the Minister (Al-Wazīr) of Education.

History of the Egyptian Ministry traces back to 1837 when practices began to vary from those in the Ottoman Empire as a whole—nearly a half century before British occupation in 1882. Except for the era of Sa'id (1854-63) who abolished the Ministry, its operations have been continuous.

A Syrian National Congress declared for independence on March 8, 1920 and Fysal was proclaimed King 3 days later. He appointed a Minister of Education who went with him to the Kingdom of Iraq when his Arab Government collapsed on July 25, 1920. By terms of the August 20 *Treaty of Sèvres* that year, the Sultan of Turkey renounced claim to Syria. On July 22, 1922, the French Republic became the mandatary power. For some two decades, the Syrian educational authority functioned under this mandate. World War II was in progress when, in the name of the Allied Powers, Syrian independence was proclaimed on September 27, 1941. Under agreement signed on December 27, 1943, most of the mandatary power—including that for education—was transferred to the Republic of Syria on the following New Year's Day.

Law No. 121 Embodying the Organziation of Public Eduaction, dated December 21, 1944, set forth functions of the Ministry of Education and the plan for organizing the educational system.

The following year, *Decree No. 224 Embodying the Organization of the Ministry of Education* and *Law No. 202 Establishing the Number and Functions of Officials of the Ministry of Education* presented Ministry framework. On September 2, 1959, *Decree No. 1532* replaced *Decree No. 224* and *Law No. 202.*

Other Ministries in the Regions have certain responsibilities in the field of education. For example, in the Region of Egypt, the following are some of the Ministries concerned with matters specified:

Agriculture—a training center on its farms at Sakha and a training program in use and repair of agricultural machinery
Communications—a telegraph school
Culture and National Guidance—adult education
Health—Institute of Public Health and schools of nursing
Interior—Police College
Public Works—The School of Survey
Social and Labor Affairs—care of juvenile delinquents, extracurricular activities (such as camps, clubs, and youth federations); joint activities with the Permanent Public Services Council; and a Rural Industries Committee supervising rural industry development and related training
Waqfs—several primary and secondary schools and Al-Azhar University, and
War—military schools and colleges and related technical schools and colleges.

In the Region of Syria, such Ministries as the following have responsibilities indicated below:

Agriculture—several secondary agricultural schools
Culture and National Guidance—adult education
Interior—gendarme and police schools
Justice—schools for juvenile delinquents and the Survey and Real Estate Improvement School
Posts, Telegraph and Telephone—Post, Telegraph and Telephone School
Public Works—School for Journeymen (secondary technical school related to the construction industry)
Waqfs—Several secondary schools, and
War—military and related mechanics schools.

By terms in Article 58 of the Provisional Constitution of the Republic, Executive Councils of the Regions are "appointed by Presidential decree." Under the 11th principle of unity, the Executive Council in each Region is "directed by a chairman, appointed by Presidential decree, assisted by ministers appointed by the President at the recommendation of the chairman."

Ministers are citizens of not less than 30 years of age who enjoy civil and political rights. Their terms of office are indefinite. When the President's term ends, Ministers continue until their successors are chosen. Article 40 precludes dual service in the National Assembly of the Republic: "No one may at the same time be a member of the National Assembly and incumbent of a public office." Law determines "other cases of incompatibility of functions."

The Minister of Education in the Central Government is a member of various bodies. For example, he is a member of the Higher Committees for Planning and for Public Services. He is Chairman of the Advisory Boards on Technical Education, various Higher Councils (Arts, Science, Universities, and Youth Guidance), the National Centre for Scientific Research, and similar bodies.

The Minister of Education in each Region also is a member of various bodies. For example, the Minister of Education in the Region of Egypt is a member of the Permanent Council for Public Welfare Services and of the Tahrir Province Council as well as of the Higher Committee for Combined Units, the Rural Economic Development Committee and the School Premises Foundation. The two Ministers cooperate on plans for cultural unity across Region lines.

Organization

The Central Ministry of Education in Cairo includes the Minister and his Offices including a Planning Board to which report the:

Undersecretary of State for Planning and his Office—with a Secretary General for Planning supervising Primary, Preparatory and Secondary, and Higher Education Boards (with their Sections) and having an Expert Board with experts in different branches of study

National Documentation Centre for Education (supervised by the Education Adviser of the Ministry of Education in the Region of Egypt)—with a Follow-up Department including Sections for Follow-up of Curriculums, Finance and Administration, and Schools

Secretary General of the Ministry—responsible for finance and administration

Undersecretary of State for Foreign Relations—supervising the Foreign Relations Department consisting of the Arab Cultural Bureau and a Cultural Relations and a Missions Section

Adviser for Technical Education—supervising Technical Education Boards

Interior Public Relations Department—with Sections for Book Affairs, Complaints, Follow-up of Graduates, Ministry Library, Public Relations (in and outside the Ministry), and Suggestions.

The Ministry of Education in the Region of Egypt includes (1) the Minister (who has a staff relation to the Universities of Alexandria, Asyūt, Cairo, and Heliopolis) and his staff; (2) an Education Adviser supervising the Education Museum, Statistics, Technical Research, and Textbook Departments; and (3) the Undersecretary and Assistant Undersecretaries of State and their staffs:

Undersecretary of State—supervising (1) Departments—Administration, Finance, Follow-up of Budget and Projects, Legislation, Military Education, Nutrition and Transport, Public Relations, and School Buildings; and (2) Directors of the 22 Zonal (District) Administrations in the Region

Assistant Undersecretary of State for Cultural Affairs and Teacher Training—supervising Cultural, Fundamental Education, Higher Institutes, In-Service Training, Missions, and Teacher Training Departments

Assistant Undersecretary of State for General Education—supervising Departments—Examination, Primary Education, Preparatory Education, Secondary Education, Private and Foreign Schools, and Youth Guidance; and

Assistant Undersecretary of State for Technical Education—supervising Departments—Agricultural Education, Commercial Education, Industrial Education, Training of Technical Teachers, and Vocational Training Centres.

The Minister of Education in the Region of Syria has a staff relation to the School Building Foundation and the University of Damascus. In addition to his Office, he is assisted by an Undersecretary of State. The latter official supervises the Department of Administrative Affairs which, in turn, supervises the following Departments: Accounts, Committee of Education, Cultural Relations, Examinations, In-Service Training, Inspection, Primary Education, Private Schools, Publication and Translation Bureau, School Buildings, School Hygiene, Secondary Education, Statistics, and Youth Guidance. Also reporting to the Undersecretary of State are the Directors of the nine Zonal Administrations in the Region.

Authority, Responsibility, and Functions

The separate Egyptian and Syrian Constitutions in effect at the time of unification, vested responsibility for education in the respective States. Among other educational provisions, the 1956 Egyptian Constitution stated:

> Art. 50. The State exercises control over public education regulated by Law. Throughout its divers stages in State schools, education is given free of charge in accordance with the limits defined by Law.

> Art. 51. Elementary education is compulsory, and freely provided in State schools.

The 1950 Syrian Constitution in effect until 1953 and reinstated in 1954 stated inter alia in Article 28 that:

> (4) The State may supervise all institutions of learning in the country. The procedure for such supervision shall be determined by law.

These provisions, related Laws such as the 1956 *Egyptian Education Law*, the 1959 *Decree No. 1532* in the Region of Syria, and implementing Decrees authorize Ministries in the two Regions to exercise jurisdiction over public and private education except for those activities assigned to other Ministries. Responsibility for operation of most schools is decentralized under respective Zonal Administrations within the framework of control and supervision by the appropriate Ministry.

Ministries in the Regions have responsibility to (1) establish schools and other cultural institutions; (2) participate in preparation of budgets and allocate funds appropriated by law; (3) determine courses of study, curriculums, and scheduling; (4) determine pupil promotions, grant diplomas, and confer degrees; (5) prepare, encourage the preparation of, select, publish, purchase and distribute textbooks; (6) regulate training and licensing of school personnel and handle their employment including the fixing of salaries, (7) draft legislation and enforce pertinent law (such as that on compulsory school attendance); (8) make and enforce regulations (such as those pertaining to school maintenance and sanitation); (9) participate in plans for school constuction and—in the Region of Syria—arrange for school construction from special taxes levied for this purpose; and (10) provide for health examinations and physical care of school pupils.

Both Ministries exercise control over private schools through inspection for compliance with law and Ministry regulations and curriculums. In the Region of Egypt, private schools may be subsidized by the Ministry to offer free instruction, particularly at the primary level. Some subsidized schools are staffed and supplied by the Ministry; others appoint their own staffs. Some of the subsidized as well as the nonsubsidized schools charge fees. In the Region of Syria, private schools receive subsidies from the Ministry. With exception of those for handicapped children (financed by the Ministry), they charge fees.

In the Region of Egypt, the Ministry exercises direct control over certain teacher training colleges and higher institutes. Universities of Alexandria, Asyût, Cairo, and Heliopolis are quasi-independent. The Minister is ex officio President of these Universities which receive financial support from the Ministry. There also are institutions of higher learning such as the American University in Cairo which operate under private auspices and with approval of the Government. In the Region of Syria, the Ministry has responsibility for higher education through its University of Damascus.

Ministries of Culture and National Guidance control certain cultural institutions. Through separate Councils, the Ministry of Culture in the Region of Egypt participates in policy direction of National art galleries and museums, the National Library, and the National Theater, and finances and operates these institutions. In the Region of Syria, the protection of historical sites, monuments, and objects of artistic, cultural, and historic value comes within the province of the Ministry of Culture and National Guidance.

Diplomatic negotiations in education fall within the province of the Republic level Ministry of Foreign Affairs which has a Department of Culture. Ministries concerned with education in the Regions collaborate on plans for and experiments in cultural integration and their representatives are sent to such conferences as the:

Conference on Free and Compulsory Education held by UNESCO in cooperation with the Arab League from December 29, 1954 to January 11, 1955, which recommended a minimum period for compulsory education in Arab States

Arab Cultural Unity Conference convened in Cairo from February 16–18, 1957 with Egyptian, Jordanian, and Syrian representatives working out the Cultural Agreement signed in the various Capitals the following month

Conference on Vocational and Technical Education for the Arab States of the Middle East convened in Cairo from November 23 to December 5, 1957 by the Government of Egypt with the assistance of UNESCO and other specialized agencies affiliated with the United Nations, and the

Conference in Cairo from September 13–22, 1958 with Iraqi and United Arab Republic representatives working out the Cultural Agreement signed in Baghdad on October 28, 1958.

The Republic is a member of UNESCO and sends representatives of the Ministries of Education to UNESCO General Conferences and to the International Conferences on Public Education sponsored by IBE and UNESCO as well as to such meetings as that of Arab National Commissions for UNESCO at Fez, Kingdom of Morocco in January 1958. In 1959, *Presidential Decree No. 1344* replaced *Royal Decree* of November 21, 1949 in Egypt and *Decree No. 1812* of August 12, 1948 in Syria which originally established

Commissions to advise and assist on matters pertaining to UNESCO. The Central Minister of Education is President of the Commission for Education, Science, and Culture and the Ministers of Education in the two Regions are members of the Commission.

The three Ministries have responsibility for internal implementation of agreements relating to exchange of educational personnel and to technical assistance. They work with the Arab States Fundamental Education Centre (ASFEC) established in Sers el Layan under agreement between the Egyptian Government and UNESCO with collaboration of other specialized agencies affiliated with the United Nations and opened on January 20, 1953 for training, research, and production of materials. They cooperate with the United Nations Relief and Works Agency for Palestine Refugees in the Near East on educational programs for refugees.

Administration

Article 67 of the Provisional Constitution requires Laws of the Republic to be published in the *Official Gazette*. Both Regions have an *Official Journal* with French as well as Arabic editions. Policies, regulations, and directives of the two Ministries at Regional level flow from their various Departments through their respective Zonal Administrations or District Directors to others concerned.

Suggestions and recommendations are made to the Ministries by Republic level Ministries and by central and local consultative Councils and Committees within and outside Ministry organizations. Attached to schools are parent-teacher committees which participate in the development of school activities at the local level

United Kingdom of Great Britain and Northern Ireland

December 30, 1959 [1]

ORIGINS OF THE UNITED KINGDOM as a Monarchical State trace back to the early 9th Century when England was unified. Since 1922 the Kingdom includes England, Northern Ireland, Scotland, and Wales. This "multi-Nation" type of State is a member of the Commonwealth of Nations.

The Nation has an uncodified Constitution of statutes, common law, and precepts and practices known as conventions. Within the Constitutional framework, the Sovereign is the personification of the State. She is part of the legislature, heads the judiciary and executive organ, and is temporal head of the established (Anglican) Church of England.

In supreme authority is the legislature—the Queen in Parliament with its House of Lords and popularly elected House of Commons. The independent judiciary determines common law and interprets statutes. Under practice evolved through the years, the Kingdom is ruled by Her Majesty's Government (Cabinet and other Ministers of the Crown) in the name of the Queen. The Government initiates and directs National policy. It handles some matters—including international relations—for specified nonsovereign areas around the world. Cabinet members sit on the Queen's Privy Council which gives formal expression to executive acts of the Crown.

The Prime Minister—normally majority leader in the House of Commons—is designated by the Sovereign and commissioned to form the Government. At the administrative level are Government Departments (each usually headed by a "responsible" Minister) and statutory bodies for particular nationalized industries and public services.

---

[1] A quadripartite *Agreement for the Establishment of the Caribbean Organization* as a successor to the Caribbean Commission was signed in Washington on June 21, 1960.

Northern Ireland Government Departments are responsible to the Northern Ireland Parliament. Scotland has its own legal system, its Church of Scotland (Presbyterian) and its Government Departments under the Secretary of State for Scotland. He, like the Minister for Welsh Affairs, sits in the British Cabinet. Local authorities handle most local services including education.

English is the predominant language. Irish or Scottish Gaelic or the Welsh form of British Gaelic predominate in particular areas.

Official Bodies Concerned With Education

There are three separate systems of education in the Kingdom. A Cabinet Minister in Her Majesty's Government is designated as Minister of Education heading the Government Department in England and Wales known as the Ministry of Ed[illegible]on. An *Order in Council* in 1839 established a Special Com[illegible] the Privy Council to consider "all matters affecting th[illegible] of the people" in England, Scotland, and Wales. Ano[illegible] *in Council* in 1856 set up the Education Department. [illegible]6, 1872, *An Act to amend and extend the provisions of the [illegible] of Scotland on the subject of Education* authorized the "Scotch Education Department" as a separate Committee of the Privy Council and a Board of Education for Scotland was established.) Under the *Board of Education Act* [*August 9*], *1899*, the "Education Department (including the Department of Science and Art)" became the Board of Education "charged with the superintendence of matters relating to education in England and Wales." The Board became the Ministry of Education under the *Education Act* [*August 3*], *1944*.

The Ministry of Education for Northern Ireland is headed by a Cabinet Minister in the Government of Northern Ireland. It was established on June 7, 1921 by direction of the Lord Lieutenant of Ireland under executive powers authorized by the *Government of Ireland Act* [*December 23*], *1920*. Earlier Government control was divided among several bodies—Commissioners of National Education in Ireland controlling administration of public elementary education, Intermediate Education Board for Ireland, Department of Agriculture and Technical Instruction, and Commissioners of Education in Ireland administering schemes sanctioned by the Commissioners for Charitable Donations and Bequests for endowed schools.

The Scottish Education Department functions under the Secretary of State for Scotland. Like the earlier Education Department (for England, Scotland, and Wales) it originally came under the Lord President of the Privy Council with a Vice-President—a member of the House of Commons—being responsible to Parliament for Departmental expenditures. A Secretary of State for Scotland was appointed in 1885 in recognition of need for separate administration for Scotland. He was ex officio Vice-President of the Scottish Committee and *de facto* Parliamentary head for education.

By *Order in Council* on July 26, 1926 under the *Secretaries of State Act [July 15] 1926*, a Principal Secretary of State was appointed in lieu of Secretary for Scotland. Raise in status includes service as a member of Her Majesty's Government with Cabinet title of Secretary of State for Scotland. Under the *Reorganization of Offices (Scotland) Act* [*May 25*], *1939*, functions of the Scottish Education Department were among those vested directly in the Secretary of State for Scotland.

Other official agencies have responsibilities related to or in the field of education while looking to the appropriate Ministry of Education or the Scottish Education Department for advisory assistance. Some have centralized concerns such as the Cabinet Office (coordination of National policy) and the Treasury (finance and control of expeditures). Others have specialized responsibilities as, for example, the Service Ministries with their specialized military schools and training in the Kingdom and their schools outside the Kingdom for children of service personnel, and the:

Colonial Office—care of Colonial students when in the Kingdom and responsibility to Parliament (through the Secretary of State for the Colonies) for locally administered education in non-self-governed areas

Foreign Office—diplomatic matters relating to education

Home Office—approved schools (for delinquents)

Ministry of Health—vaccination schemes for school children, and the

Ministry of Labour and National Service—administering the *Employment Training Act* [*July 13*], *1948* (including central administrative matters relating to the Youth Employment Service provided by this Ministry's local offices or the local education authority) and provision of a Disablement Resettlement Service (with its vocational training for industrial rehabilitation) under the *Disabled Persons (Employment) Act* [*March 1*], *1944*.

In Northern Ireland, for example, the Ministry of Labour and National Insurance for Ireland administers training centers similar to those under the Ministry of Labour and National Service. The Department of Agriculture for Scotland, for example, is concerned with advisory, instructional, and research services of the agricultural colleges and research institutes of Scotland.

The popularly elected Council of the county or county borough (large city) or a joint council in certain areas, is the statutory "local education authority" (called "education authority" in Scotland). In general, schools are (1) maintained out of public funds, "though they may be established either by the authorities or by the Churches;" (2) established and operated by private agencies receiving a "measure of direct grant" from either of the Ministries or the Scottish Education Department; or (3) independent (privately managed and some known historically as "public schools" in the United Kingdom).

Further education establishments are colleges and institutes managed by education authorities in consultation with representatives of the arts, commerce, and industry. A few are operated by independent bodies with grant from central departments.

The Minister of Education and the Secretary of State for Scotland are chosen by the Prime Minister and appointed by Her Majesty the Queen. The Minister of Education for Northern Ireland is appointed, on behalf of the Sovereign, by the Governor on advice of the Prime Minister of Northern Ireland.

On appointment, the Minister of Education normally is a Member of Parliament. As political head in Scotland, the Secretary of State for Scotland is a Member. For election to the House of Commons, a person must be at least 21 years of age and a subject of the Queen. To hold office, the Minister of Education for Northern Ireland is required, by Section 8 of the *Government of Ireland Act, 1920,* to be a member of the Privy Council and either must be or, within 6 months, become a Member of the Parliament of Northern Ireland.

Term of office in the three posts is indefinite and usually coincident with that of the particular Government. It may extend for the 5-year term of Parliament or of the House of Commons of Northern Ireland. The Ministers are eligible for reappointment on reelection in the majority party and are subject to replacement in event of policy disagreement. They may vacate their posts on change of Prime Minister during the 5-year term or may resign at their own pleasure. Each shares in collective Government responsibility and is individually responsible to his Parliament. His Prime Minister is the immediate executive superior officer.

By virtue of service in the Cabinet, the Minister of Education and the Secretary of State for Scotland participate in initiation of the Nation's policy. Each is required to make an annual report to Parliament under Section 5 of the *Education Act, 1944* or Section 67 of the *Education (Scotland) Act* [*November 6*], *1946* respectively. The Ministry of Education for Northern Ireland is required by Section 115 of the *Education Act (Northern Ireland)* [*March 27*], *1947*, to report annually to the Parliament of Northern Ireland. The three officials are subject to questioning by Members of the appropriate Parliament on activities within their respective jurisdictions.

Organization of the Ministry of Education

Advising the Minister are a Central Advisory Council for England and another for Wales which he appoints under Section 4 of the *Education Act, 1944*. A Member of Parliament serves as Parliamentary Secretary. The permanent staff is headed by the Permanent Secretary. In addition to her Deputy Secretary, there are Under-Secretaries (including the Accountant General) who head major Branches concerned on a National level with supervision of certain fields of education:

Adult and Youth Welfare—non-technical education and leisure time occupation (including physical recreation and the Youth Service) excluding university level education for those over compulsory school age

Architects and Building—educational building program and related research and development of materials and techniques

Finance—estimates, payments, financial policy, and procedure

Further Education—full and part-time art, commercial, scientific and technical education—excluding university level education—for those over compulsory school age

Schools—establishment, government, maintenance, staffing, and the like of primary and secondary schools in the publicly provided system; parents' choice of schools; school transport; voluntary school questions; and ancillary matters including "boarding education"

Special Services—handicapped children, School Health Service, school meals and milk, and Special Schools; and

Teachers—recognition of teachers, recruitment, training, and supply, with subbranches dealing with salaries and pensions for teachers.

Other Branches deal with such matters as external relations, legal matters, and university awards. The Ministry also has a Chief Medical Officer, a Legal Adviser, the Senior Chief Inspector in charge of Her Majesty's Inspectorate of Schools, and a Welsh Department for Wales and contiguous Monmouthshire. The Welsh Department has its own Permanent Secretary and Inspectorate. Each Council at the local level "must" establish one or more education committees approved by the Minister, to which most education functions are entrusted.

Organization of the Ministry of Education for Northern Ireland

Advising the Minister is an Advisory Council for Education appointed by the Minister under Section 1 of the *Education Act (Northern Ireland), 1947*. In addition to the Inspectorate, the Ministry has the following Divisions with subsidiary units:

I. Examinations and Scholarships, Secondary Education, and Training of Teachers
II. Accounts and Establishment, Finances and Administration of Local Education Authorities, Primary Education, Superannuation of Teachers, and Miscellaneous; and
III. Buildings, Maintenance and Equipment of Schools and Institutions, Further Education, School Meals, and Youth Welfare.

Organization of the Scottish Education Department

Under Section 68 of the *Education (Scotland) Act, 1946*, an Advisory Council may be appointed, as occasion requires, to advise the Secretary of State for Scotland. On his nomination, the Council may appoint special committees to deal with remits on particular subjects. He may, "after consultation with education authorities and other persons interested," establish a "regional advisory council for any branch of education, to advise the education authorities and other managers of schools, junior colleges and other educational establishments in the region . . ."

Organization and work of the Department (based in Edinburgh with a liaison staff in London) come under the Permanent Secretary. Under him are two Under-Secretaries with one serving as Deputy Secretary, Her Majesty's Senior Chief Inspector of Schools, and the Director of the Royal Scottish Museum. Reporting to one or the other of the Under-Secretaries are Assistant Secretaries who each head a Division with its Branches:

I. Primary and Secondary Education and Examinations
II. Formal Further Education and Informal Further Education
III. Finance and Teachers' Pensions
IV. Educational Building and School Meals and Milk
V. Recruitment, Training, and Salaries of Teachers; and
VI. Approved Schools (for delinquents and those in need of protection) and Special Schools and Services.

BEST COPY AVAILABLE

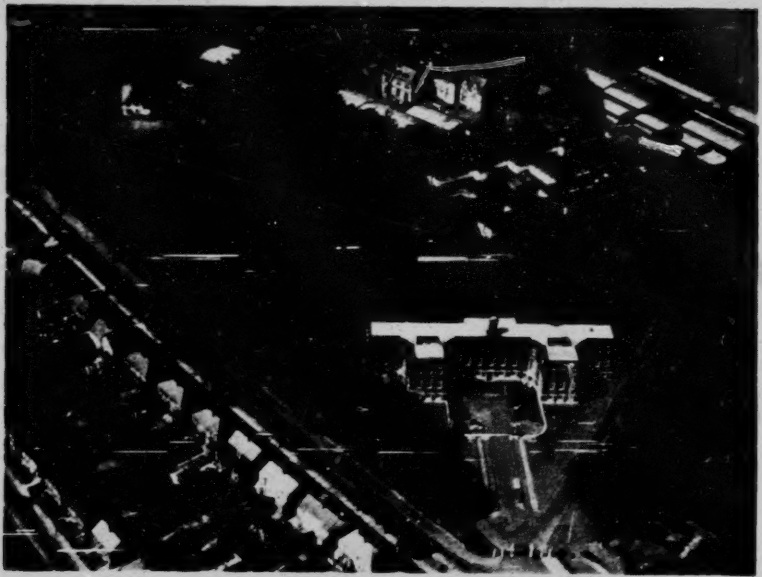


Photo by Tempest Ltd.; courtesy, Committee of Management, Stranmillis Training College, Belfast

Stranmillis Training College in Belfast—a general postsecondary teacher training institution established in 1922 by the Ministry of Education for Northern Ireland—comes under Ministry administrative control and is managed by a committee appointed by the Minister of Education for Northern Ireland.

Another unit, Establishment, reports direct to Under-Secretary. For school inspection purposes, Her Majesty's Senior Chief Inspector of Schools exercises coordinating control over Chief Inspectors for Divisions of Scotland to whom District Inspectors report. The Royal Scottish Museum includes Departments for (1) Art and Ethnography, (2) Natural History, (3) Geology, and (4) Technology. At the local level the education authority employs a Director of Education as chief education officer.

Authority, Responsibility, and Functions

Basic legislation related to education is consolidated primarily in the following Acts and their related Amending Acts: *Education Act, 1944* (for England and Wales); *Education Acts (Northern Ireland)* [*June 22*], *1923* and *1947; Education (Scotland) Act, 1946;* superannuation Acts starting with *The Elementary School Teachers (Superannuation) Act* [*August 12*] *1898;* and the *Youth*

Welfare, Physical Training and Recreation Acts. There are other Acts on specific subjects such as *Deaf Children* and *Endowed Schools.*

Within authority of the Acts, the three political heads promulgate delegated legislation which attains the force of law if not annulled within a statutory period. On September 28, 1951, for example, the Minister of Education made *The Schools Grant Regulations* (on conditions for financial grants for education to supplement local tax rates) and laid them before Parliament on October 1. They became operative on October 15 that year. The same process was followed for related *Amending Regulations* in subsequent years.

Within the legal framework, the three political heads have responsibility in their jurisdictions for promoting education and securing local execution of the respective central policy for providing a "varied and comprehensive educational service." In general, the two Ministries and the Scottish Education Department are coordinating executive organs in education responsible for assuring compliance with Acts and Regulations, developing further policy, and supplementing local public funds. Operating responsibility for providing and maintaining publicly supported educational programs and schools (including employment of school personnel and responsibility for textbooks) rests with the education authority at local level. Specifically, the Ministries and the Department:

Approve local education authority development plans to expand publicly supported education

Consider and influence without controlling local estimates, prepare annual estimates for action by the appropriate Parliament for their own administrations, and allocate appropriated funds including those for milk and meals programs and for scholarships for university students

Influence without establishing detailed courses of study, curriculums, and school schedules through (1) certain examination requirements, (2) inspection, (3) publication of guides, (4) short courses for teachers organized by inspectors, and (5) setting of standards including general content and scope of the primary curriculum in Northern Ireland and in Scotland

Approve minimum standards for training of primary and secondary school teachers with training content being separately established in England and Wales (by University Institutes of Education which conduct examinations for qualified status) and in Scotland (by the Scottish Council for the Training of Teachers) while 3 teacher training institutions come under the Ministry's control in Northern Ireland

Consider appeals from parents in dispute with an education authority

Inspect educational programs and schools and local enforcement of legal provisions such as those relating to compulsory school attendance and employment of school age children

Approve new salary rates for teachers (after negotiation by independent committees such as the Burnham Committee in England and Wales or the National Joint Council in Scotland composed of teachers and local education authority organizations) which are then binding locally

Promote professional relations through (1) conferences, cooperation, and consultation with organizations representative of education authorities or of teachers (such as the Educational Institute of Scotland—a professional organization); (2) meetings of community leaders and school personnel; and (3) short courses for teachers

Issue minimum standards regulating school accommodations and buildings and review construction plans

Examine for and award certificates and diplomas in certain fields such as for the intermediate certificates and National [England and Wales] Diplomas in Design issued by the Ministry of Education; the secondary grammar, teacher training, and technical training certificates issued by the Ministry of Education for Northern Ireland; and the Scottish Leaving [secondary] Certificate awarded by the Scottish Education Department

Directly administer the statutory superannuation system for teachers, and

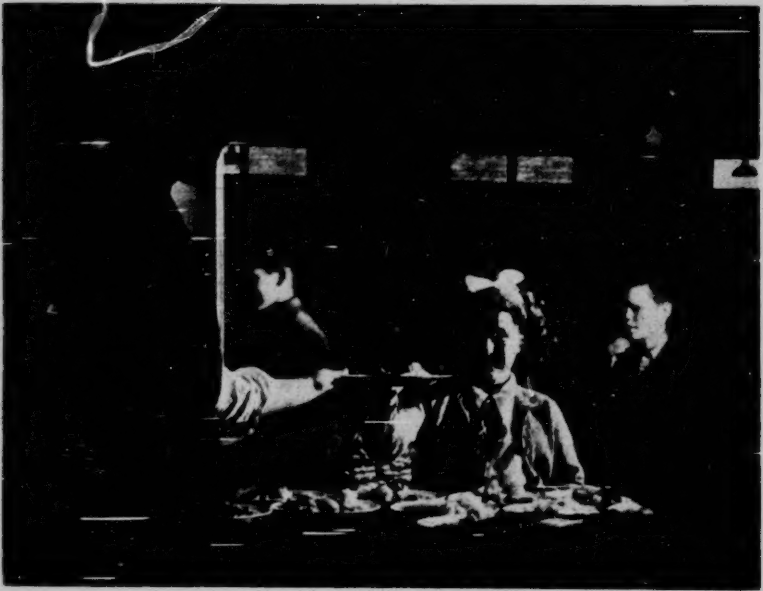
Exercise administrative control over provision of special educational treatment for handicapped pupils and over special services such as the school milk and meals program. [In general, health programs and related medical services are handled locally and largely integrated with the National Health Service through the appropriate Ministry or Department of Health; in Northern Ireland, responsibility for control of health services rests with the Ministry of Health and Local Government.]

The Ministry of Education also performs certain international educational relations functions for the United Kingdom through its External Relations and UNESCO Branches and the Ministry Library.

Independent (privately operated) schools are required to register with and are subject to inspection by the appropriate Ministry or the Scottish Education Department. They must provide "suitable" accommodations and instruction and be owned and staffed by "suitable" persons. Per capita grants from the appropriate Ministry or Department reach some independent schools (at secondary level) on condition that they provide up to half of their places to the education authority.

Authority of the three organs at the higher level varies according to type of institution. Many art, junior, polytechnical, and technical and commercial colleges are locally established. Some

BEST COPY AVAILABLE



© by the Crown as a British official photograph issued by the Central Office of Information, London; courtesy, Scottish Education Department

The Scottish Education Department exercises administrative control over school milk and meals programs—such as this one in the Smithfield Primary School on the outskirts of Aberdeen.

serve more than a local need such as colleges of advanced technology, teacher training institutions in England and Wales, 3 teacher training institutions in Northern Ireland, and central institutions for advanced instruction in art, commerce, drama, music, pure and applied sciences, and in technology in Scotland. Administrative control over such institutions is centralized in the Ministry of Education for Northern Ireland and the Scottish Education Department and approving control is direct in the Ministry of Education in England and Wales to take into account broader geographical needs and spread responsibility for financing.

Universities (with their constituent colleges) are independent of Ministry or Department control. They have their own governing body of resident members as at Cambridge and Oxford Universities or a council for general government and a senate (faculty) for academic matters. The role of Government is limited to (1) conditions of a nonacademic nature imposed in event of grants by the Treasury; (2) Order in Council action when a charter is granted or a constitution is changed; (3) establishment of a Royal Commission to investigate organization, policy, and teaching; and (4) exercise of Crown patronage in appointment of certain university officials and professors.

Without operating schools and further education institutions, the three organs exercise supervisory jurisdiction with administrative control beyond secondary and not including university level. In addition to acting as central agencies on questions relating to art galleries, local museums, and public libraries, the Ministry of Education is responsible for the Victoria and Albert Museum (and certain smaller ones under Museum aegis) and the Science Museum, and the Scottish Education Department is responsible for the Royal Scottish Museum.

Educational research is done primarily by officially appointed committees or by voluntary agencies (which sometimes receive official grants). The Architects and Building Branch of the Ministry of Education has a development group working with some of the local education authorities to design and build schools and put in practice the results of its researches. The Ministry has carried out an investigation of the school meals service and another —repeated periodically—on reading ability.

Research undertaken by committees appointed by the Ministry of Education relates to such subjects as early leaving from grammar [senior secondary] schools, education from ages 15 to 18, maladjusted children, and 3-year [instead of 2-year postsecondary] training for teachers. Such nongovernmental organs in England and Wales as the Educational Foundation for Visual Aids and the National Foundation for Educational Research have received grants for research on development of educational visual aids and on intelligence testing, related allocation of pupils to various forms of secondary education, and pupil follow-up after allocation.

In Northern Ireland, Ministry research relates primarily to examinations the Ministry conducts. In Scotland, the Department makes grants to the Scottish Council for Research in Education founded in 1927 and financed jointly by the Department, education authorities, and the Educational Institute of Scotland. This Council is controlled by a composite body representing the Association of Councils of Cities in Scotland, Association of County Councils in Scotland, Association of Directors of Education in Scotland, Association of School Medical Officers of Scotland, Educational Institute of Scotland, Scottish Branch of the British Psychological Society, Scottish Council for the Training of Teachers, Scottish Training Centres and Colleges, and Universities.

Non-sovereign areas around the world which are directly related to the Nation, vary in type according to stage of self-government or terms of relationship or both. There are Colonies like Bermuda; Crown Dependencies such as the Channel Islands, Gibraltar, Hong Kong, and the Isle of Man; Protected States like the Maldive Islands; Protectorates like Uganda or those jointly administered such as the New Hebrides Condominium under British and French administration; and United Nations Trust Territories.

The United Kingdom Government also is a member of the quadripartite Caribbean Commission and the 6-Nation SPC under August 6 and July 29, 1948 multilateral *Agreements* respectively. These advisory Commissions to Member Governments, are concerned respectively with "territories, possessions, colonies, or groups of colonies of the Member Governments in the Caribbean Area" and with "all those non-self-governing territories in the Pacific Ocean which are administered by the participating Governments and which lie wholly or in part south of the Equator . . ."

Many are the languages in official or popular use in the nonsovereign areas—African dialects, Chinese dialects, English, French, Malay, Maltese, a Manx form of Celtic, and a Norman French patois, to name a few. In such areas, Education Departments of the local governments have varying degrees of authority with Her Majesty's Secretary of State for the Colonies being responsible to Parliament.

Responsibility in the field of intergovernmental educational relations rests with the Foreign Office (with its Cultural Relations Department) on diplomatic aspects and with the Ministry of Education primarily on education aspects. The Minister of Education is represented on the Executive Committee of the British Council established in 1934 and incorporated by *Royal Charter* in October 1940. This Council has an Overseas Organization with officials performing functions such as those often handled by Governments through Embassy Cultural Attachés. Certain Ministry officials have permanent duties relating to international organizations such as the Council of Europe, intra-European Mixed Commissions, and the Western European Union.

Main Ministry functions in international educational and cultural relations include (1) answering written inquiries on the educational system, and through the Ministry Library, giving direct or written advisory assistance to foreign research students and scholars in education; (2) arranging teacher interchanges with certain other Nations, placing foreign personnel within the Kingdom and sponsoring (by grant) certain voluntary organizations undertaking similar activities such as the Central Bureau for Educational Visits and Exchanges and the League of British Commonwealth and Empire; (3) making training grants for some foreign students in British technical institutions like those for some British students; (4) reception of foreign visitors interested in the educational system, explaining the system, and arranging visits to schools; and (5) representing the Ministry and in some cases the United Kingdom Government at intergovernmental meetings other than UNESCO or securing representation by experts outside the Ministry.

The Ministry of Education for Northern Ireland arranges for interchanges of teachers (through its representation on the British Interchange Committee) and for short-term employment of teachers and undergraduates in schools in certain European countries and for employment of foreign students in schools in Northern Ireland. Ministries and the Department issue Council of Europe Cultural Identity Cards to student teachers who go abroad for educational and cultural purposes.

The Minister of Education and those assisting in the Preparatory Commission in London in 1945, formed the first of various Co-operating Bodies in early 1946 for cooperation with UNESCO. They are independent committees corresponding approximately to program sections of the UNESCO Secretariat with which they communicate directly. One is a United Kingdom Committee for projects beyond the province of any single Co-operating Body. In total, the Bodies form the United Kingdom National Commission for UNESCO serviced by a secretariat in the Ministry's UNESCO Branch.

Northern Ireland and Wales have separate committees advising the appropriate Minister. Scotland participates through its representatives on the United Kingdom Committee and other Co-operating Bodies. Committees promote related activities and advise the Minister of Education—the responsible coordinating official on technical policy relating to UNESCO and on selection of educational personnel for delegations to UNESCO General Conferences and such meetings as those of IBE.

Delegates to such conferences may include individuals nominated by the Ministries or the Department. Members of Co-operating Bodies serve on a voluntary basis while the Ministry of Education budget finances their attendance at courses and meetings in the Kingdom and overseas as well as the United Kingdom contribution to UNESCO. In addition to cooperative support on UNICEF matters, schools participate in the UNESCO Gift Coupon scheme.

Administration

Legal issuances relating to education appear in official publications (such as *Public General Statute* volumes and *Statutory Instruments, Statutory Rules and Orders of Northern Ireland,* and the semi-weekly *Edinburgh Gazette*). The three central organs inform educational authorities, voluntary managers, and others concerned with educational matters through Administrative Memorandums on policy, Circulars, correspondence, guides, personal contacts, press conferences and handouts, and through speeches.

In addition to the respective statutory Advisory Councils (and their committees) which are the principal advisory bodies in education, the three political heads establish various standing and special committees and working parties to advise on particular problems. In England and Wales there are such standing committees as the National Advisory Council for Education and Commerce, the National Advisory Council on the Training and Supply of Teachers, and the Secondary Schools Examinations Council.

In Northern Ireland the Association of Education Committees, the Association of Governing Bodies of Grammar Schools, Parents' Associations, Teachers Organizations, and Standing Conferences representative of different types of schools are among bodies advising the Ministry. The Secretary of State for Scotland appoints the Scottish Technical Education Consultative Council and the Consultative Council on Youth Service in Scotland. Comments, suggestions, and opinions reach the central organs through articles in the press, correspondence, direct representation, and reports and resolutions of organizations.

United States of America

May 27, 1959 [1]

PHILOSOPHY OF GOVERNMENT in the United States of America is expressed in the *Declaration of Independence* of July 4, 1776. It states that " . . . all men are created equal . . . they are endowed by their Creator with certain inalienable Rights . . . to secure these rights, Governments are instituted among Men, deriving their just powers from the consent of the governed . . ." Republican form of Government is set forth in the Constitution of 1789.

"All legislative Powers" granted in the Constitution are vested in a popularly elected Congress consisting of a Senate and a House of Representatives. "The executive Power" is vested in a popularly elected President. "The judicial Power" is "vested in one supreme Court, and in such inferior Courts as the Congress may from time to time ordain and establish."

Education powers are not enumerated in the Constitution. Article I includes the provision that "The Congress shall have Power . . . To exercise exclusive Legislation in all Cases whatsoever" over the District of Columbia where the Nation's Capital is located. Article X of the additions and amendments to the Constitution entered into force in 1791. It provides that "The powers not delegated to the United States by the Constitution, nor prohibited by it to the States, are reserved to the States respectively, or to the people."

National territory includes 50 States, the District of Columbia, the Commonwealth of Puerto Rico, and the Territories of American

---

[1] *Public Laws* dated July 7, 1958 and March 18, 1959 (72 *Stat. L.* 339-52 and 73 *Stat. L.* 4-13) provided respectively for the Territories of Alaska and Hawaii to become States in the Union. The President proclaimed Alaska as the 49th State on January 3, 1959 and Hawaii as the 50th State on August 21, 1959.

Among Office of Education reorganization changes effective April 2, 1962, the six program Divisions became three Bureaus, each headed by an Associate Commissioner and having subordinate Divisions: (1) Bureau of Educational Assistance Programs—College and University Assistance, School Assistance in Federally Affected Areas, State Grants, and Vocational and Technical Education; (2) Bureau of Educational Research and Development—Continuing Education and Cultural Affairs, Educational Research, Educational Statistics, Elementary and Secondary Education, and Higher Education; and (3) Bureau of International Education—International Education Studies, and Technical Assistance and Exchange Programs.

Samoa, Guam, and the Virgin Islands. By various Congressional laws, the Commonwealth of Puerto Rico and the three Territories possess powers in education similar to those in the States. As used herein, the word "States" is an inclusive term for the major parts of the National territory except for the legislative provision applicable to the District of Columbia.

Official Bodies Concerned With Education

The Office of Education in the United States Department of Health, Education, and Welfare in the Executive Branch of Government is the primary agency in the field of education functioning at the Federal level. The same Department supports professional training in vocational rehabilitation work and training in medical and related scientific and public health fields. Some specialized responsibilities in or related to education are vested in such other Executive Departments and Agencies as:

Agriculture—Graduate School "to improve the Federal Service" and participate in cooperative programs with education institutions in the country, rural out-of-school education programs, and assistance to the school lunch program

Defense—military service schools and school programs for dependent children of military and civilian personnel stationed abroad

Interior—schools on Indian Reservations and Territorial matters

Justice—citizenship education for naturalized persons and vocational training in Federal correctional and penal institutions

Labor—standards of apprenticeship training (including those for technical instruction) and research on training and skills of women

State—foreign affairs including correlation of those activities of other Government agencies which affect foreign affairs, Secretariat of the United States National Commission for UNESCO, and stimulation of private exchange and technical assistance programs as well as cooperation with those of the Government as a whole

Treasury—school savings program

National Science Foundation—research scholarships, and graduate fellowships in scientific fields, and

Veterans Administration—administration of laws authorizing educational benefits to veterans and war orphans.

Each of the States has its independent system of public education structurally headed by an executive department commonly called the State Department of Education in the particular government. These departments have responsibilities delegated by the appropriate legislative power. No two States are alike in their educational organization and administration. They place emphasis on leadership, have regulatory functions to assure conformity to State laws and to administrative rules establishing statewide performance standards, and manage and control statewide programs which cannot be administered by local agencies. They also administer State funds to equalize educational opportunities, support State educational institutions, and provide for matters requiring statewide direction. Most States have a number of public education agencies in addition to the Department of Education and the schools.

Public institutions of higher learning granting bachelor's or higher degrees usually are State institutions operated unilaterally under the control of a board selected to represent the people of the State. Some States have a statewide system for administration and coordination of such institutions. Public institutions known by such names as "community" or "junior" colleges, which offer various programs beyond the high school level, usually are operated as local institutions. (Some 41 percent of those enrolled in colleges and universities are in private institutions.)

In the Nation, there are some 48,000 political subdivisions generally designated as local school districts. With few exceptions, public schools below the higher education level are local institutions operated for and financed primarily by people in the local district from tax monies. They are under the management of lay boards of education whose members usually are elected by the people of the district. (Some 14 percent of those enrolled in elementary and secondary schools are in private schools.)

The Office of Education was established by Congressional *Act* of March 2, 1867 as a non-Cabinet level Department of Education. By an appropriations *Act* of July 20, 1868, the Department was attached "from and after" June 30, 1869, to the Department of the Interior as the Office of Education. Its name was changed to Bureau of Education by an appropriations *Act* approved on July 12, 1870. Beginning with the appropriations *Act* of May 14, 1930, the Office of Education designation is used.

By Presidential reorganization of executive functions authorized by the *Reorganization Act of April 3, 1939*, the Office was transferred on July 1, 1939 to the Federal Security Agency created to bring together the major health, education, and social security functions of the Federal Government. In another Presidential reorganization approved by *Joint* [*Congressional*] *Resolution* of April 1, 1953, the Office of Education became a part of the Department of Health, Education, and Welfare created on April 11, 1953 as a Cabinet-level Department superseding the lower ranking Federal Security Agency.

The United States Commissioner of Education is "intrusted with the management" of the Office of Education. Legal provisions on eligibility for appointment require that he be (1) a citizen, (2) loyal to the United States constitutional form of Government, and (3) free from financial involvement to obtain his post. He is nominated, "and by and with the Advice and Consent of the Senate," appointed by the President under Article II, Section 2 of the Constitution. He is required to take an oath of office and execute supporting affidavits. By tradition, the President appoints an educator. The Commissioner's term is indefinite and normally at the pleasure of the President. He can be separated for cause under legal provisions on the conduct of officers.

The Commissioner reports to a member of the President's Cabinet—the Secretary of Health, Education, and Welfare—and serves in a liaison capacity with other parts of the Government and in an advisory capacity to governmental and nongovernmental leaders. He serves as a Government Representative on the National Commission for UNESCO. The July 30, 1946 law (60 *Stat. L.* 712-14) authorizing membership in UNESCO and establishment of the Commission, provides that "no member shall serve more than two consecutive terms" of 3 years on the Commission.

The Commissioner also serves in various ex officio capacities. For example, he is Chairman of the Advisory Committee on New Educational Media; a member of the District of Columbia Commission on Licensure (to practice the healing art) and the Vocational Rehabilitation and Advisory Committee to the Veterans Administrator; and the Office of Education Representative on the Board of Foreign Scholarships.

The Commissioner's responsibilities fall within those of the Executive Branch. Constitutional Article I, Section 6 precludes service in Congress during his tenure of office. January 17 and 28, 1873 *Executive Orders* and an amended December 11, 1926 *Act* prohibit simultaneous service in most State and local government posts and any private employment or association involving conflict of interest.

Organization

In the immediate Office of the Commissioner, there are a Deputy Commissioner and three Assistants. Under general direction of the Commissioner, activities of the Office are carried out through program Divisions and staff Branches. Each program Division is headed by an Assistant Commissioner and has program Branches headed by Directors:

Higher Education—College and University Administration, Financial Aid, and Higher Education Programs

International Education—Educational Exchanges and Training, Education Missions, and International Educational Relations

School Assistance in Federally Affected Areas—Field Operations (with Office representatives attached throughout the country to Regional Offices of the Department of Health, Education, and Welfare) and Technical Operations

State and Local School Systems—Aid to State and Local Schools; Instruction, Organization, and Services; and School Administration

Statistics and Research Services—Cooperative Research Program, Educational Statistics, Library Services, and New Educational Media

Vocational Education—Agricultural, Area Vocational, Distributive, Home Economics, and Trade and Industrial Education.

The staff Branches include Administrative Management (budget, fiscal, and personnel and organization), Legislative Services, and Publications Services.

Authority, Responsibility, and Functions

Congressional Acts delegate responsibility to the Commissioner and to the Office of Education to promote the cause of education by aiding the people and the States in their educational efforts. Within this framework, the Office has no jurisdiction over educational or cultural institutions in the country. Three principles govern its work: (1) Control of education is vested in the people at State and local levels. (2) Education is essential in a democracy. (3) Everyone is entitled to equal educational opportunity. The enabling *Act* of 1867 states the purpose of the Office of Education:

> . . . collecting such statistics and facts as shall show the condition and progress of education in the several States and Territories, and of diffusing such information respecting the organization and management of schools and school systems, and methods of teaching, as shall aid the people of the United States in the establishment and maintenance of efficient school systems, and otherwise promote the cause of education throughout the country.

By *Act* of May 28, 1896, Congress broadened the purpose by adding:

> . . . the condition of higher education, technical and industrial education, facts as to compulsory attendance in the schools, and such other educa-

> tional topics in the several States of the Union and in foreign countries as may be deemed of value to the educational interests of the States . . .

A series of Congressional laws and related amendments and extensions designate the Office to distribute funds appropriated by Congress and provide related advisory services. Some of these laws provide for financial aid to education at specific *levels*. The second *Morrill Act* of August 30, 1890 initiated Federal aid to campus instruction in land grant colleges and universities (established by the States after the first *Act* of July 2, 1862 provided for "donating public lands to the several States and Territories" for endowment, support, and maintenance of colleges of agriculture and mechanic arts). The *Smith-Hughes Act* of February 23, 1917 initiated Federal aid to States for vocational education at the secondary level.

Other laws initiated financial aid for specific *purposes* in particular areas. For example, *Acts* of September 23 and 30, 1950 and June 19, 1956 established aid for school construction in Federally affected areas and on Federal property, for operation and maintenance of schools in Federally affected areas, and for a 5-year program of extending public library services to rural areas.

Other laws cut across educational levels and geographic areas. The Cooperative Research in Education *Act* of July 26, 1954 authorizes the Commissioner "to enter into contracts or jointly financed cooperative arrangements with universities and colleges and State educational agencies for the conduct of research, surveys and demonstrations in the field of education." The September 2 *National Defense Education Act of 1958* authorizes more than a billion dollars in Federal aid for: Loans to students in institutions of higher learning; strengthening science, mathematics, and modern language instruction; fellowships; guidance, counseling, and testing and identification and encouragement of "able students;" language development; research and experimentation in "more effective" utilization of television, radio, motion pictures, and related media for educational purposes; area vocational education programs; and statistical services of State educational agencies.

Other acts designate the Office to assist other parts of the Federal Government. For example, the *Veterans' Readjustment Assistance Act* of July 16, 1952 requires the Veterans Administrator to use Office of Education services in administration of educational benefits authorized by the Act and requires the Commissioner to "publish a list of nationally recognized accrediting agencies and associations which he determines to be reliable authority as to the quality of training offered" by public and private educational institutions in the Nation.

Within such a legal framework, Office of Education activities are concerned primarily with (1) research of the type which cannot be undertaken effectively by a single State, (2) administration of Federal financial aid to education, and (3) advisory services including advisory aid to other Federal agencies. An example of research the States would find it difficult to conduct individually is that done by the Office on foreign education for the information of educational and other institutions and the public. Such research also is used to assist State and local governmental officials and nongovernmental officials in making evaluations of foreign educational credentials presented for such purposes as enrollment in an educational institution, partial fulfillment of a State certification or licensure requirement to practice a particular calling, and the like.

Office of Education services, studies, and research cover a range of fields and subject matter—education at the different levels and in the various specialties; educational finance, organization, and administration; foreign education; school construction, facilities, and services; school law; and statistics. The specialized subjects included under the Cooperative Research Program fall within such general areas as conservation and development of human resources; effects of expanding technology and economy; and school organization, staffing, and housing. An example of Office aid to other parts of the Federal Government is research to help Congress in developing legislation concerning education.

The United Nations Trust Territory of the Pacific Islands is administered by the United States of America under *Agreement* of July 18, 1947. In this Territory the Education Department is advisory to the High Commissioner who reports to the Secretary of the Interior. Local levels are responsible for elementary education and financing with local boards being advisory and without taxing power. Education above the elementary level is administered at the Territorial level. Through Department of the Interior appropriations, grants are made for administration of the educational program including assistance in financing of school construction. Advisory assistance of the Office of Education is available to the Department of the Interior.

The Office of Education assists the Department of State in developing policy on intergovernmental educational relations. It has direct contact with IBE and UNESCO on technical matters and is represented on the National Commission for UNESCO. The

Office arranges interchanges and exchanges of teachers between other countries and the United States of America, assists in recruiting personnel for technical and other education missions abroad and prepares material for their use, develops training programs for educators from other countries, maintains a clearing house of information on exchanges and an educational materials laboratory, and prepares research and other materials on foreign educational systems and culture for the use of institutions and individuals throughout the country.

Administration

In keeping with provisions of Federal law authorizing Federal aid to education, the Commissioner promulgates rules and regulations for Office of Education administration of the programs. By requirement, rules and regulations are printed in the official Executive Branch Publication (*Federal Register*). Rules and regulations and research data are made available to those directly concerned and to the public through advisory services, conferences, correspondence, official periodicals (*School Life* and others) and research publications, press releases, radio, television, and other means.

Ideas, inquiries, and recommendations flow into the Office from special conferences, from private individuals, and from Federal, State, and local governmental bodies and nongovernmental organizations (professional associations, parent-teacher associations, business and industrial groups, unions, and others). Groups and individuals also make proposals to members of Congress which may be referred to the Office of Education.

Oriental Republic of Uruguay

República Oriental del Uruguay

**December 16, 1958* [1]

UNDER the 1951 Constitution, legislative power in the smallest Republic of the South American continent—the unitary State of Uruguay—is exercised by the 2-chamber General Assembly. Judicial power is exercised by the Supreme Court of Justice and in the tribunals and courts as prescribed by law. Executive power rests with the National Council of Government—a plural executive of 9 elected members with the Council presidency changing annually by rotation. Reporting to the Council are the Ministers of State (Cabinet).

Official Bodies Concerned With Education

Under the Constitution, public education responsibilities are a function of the central Government. In general, they are exercised by the Ministry of Public Instruction and Social Welfare (Ministerio de Instrucción Pública y Previsión Social) and—as in the case of many other Government functions—by councils known as Autonomous Entities. There are four such councils in education—one each for primary and normal, secondary and preparatory, industrial, and university education.

Certain specialized forms of education come under other Ministries: The Institute for Professional Police Training is operated by the Ministry of Interior, educational institutions in the field of agriculture are under the Ministry of Livestock and Agriculture, military schools are subject to the Ministry of National Defense, and the School for Nurses and certain other educational and training centers in health are under the Ministry of Public Health.

---

[1] By October 7, 1958 letter acknowledging the invitation to review this National section, an Embassy official in Washington commended the accuracy of the section without "in any way anticipating any comments" from his home Government. Pending possible additional comment, the section was held open until press time.

Origin of the Ministry of Public Instruction and Social Welfare traces back to 1877 when, under the leadership of José Pedro Varela—known as the father of modern Uruguayan education—a *Law* was passed creating a Directorate General of Public Instruction. This Directorate was given Ministry status in 1883 when the Ministry of Justice, Worship and Public Instruction was created. In 1891, education functions were placed under the Ministry of Public Development which, in 1907, became the Ministry of Industries, Development, and Public Instruction. Education functions were transferred to the Ministry of Justice and Public Instruction in 1911.

Direct responsibility for functions pertaining to primary education and teacher training was transferred in 1918 from the Ministry of Justice and Public Instruction to the autonomous National Council for Primary and Normal Education (Consejo Nacional de Enseñanza Primaria y Normal) followed in 1935 by assignment of direct responsibility for secondary education to the comparable National Council for Secondary and Preparatory Education (Consejo Nacional de Enseñanza Secundaria y Preparatoria). In reorganization of Government functions that same year, Ministerial level functions in education were brought under the Ministry of Public Instruction and Social Welfare.

On September 9, 1942, a *Law* created the National Council of Industrial Education (Consejo de la Universidad del Trabajo) for vocational education. Responsibilities were spelled out further in a December 23 *Law* of that year. Under February 3, 1943 *Law*, the Council attained autonomous status similar to that held by the National Councils for Primary and Normal Education and for Secondary Education. The administration of university education had autonomous status from the early days of the Republic. Control is vested in the Central University Council (Consejo Central Universitario).

Article 174 of the Constitution provides for nine Ministries, each with "name and such powers and authority in its separate functions as may be specified by law . . ." Specific enabling *Law* traces back to March 19, 1935 when the number of Ministries was raised to nine and provision was made for Ministerial functions in education to be in the Ministry of Public Instruction and Social Welfare. Legal basis for autonomous councils to direct education at various levels is specified in Articles 204-207 of the Constitution.

Under Article 174, "The Ministers shall be appointed and removed by resolution of the National Council of Government . . ."

Under Article 176, "The same qualifications shall be required for a Minister as for a Senator." Article 98 specifying qualifications for a Senator requires him "to be a natural citizen in full exercise of civil rights, or a legal [naturalized] citizens who has exercised these rights for seven years, and in both cases to have attained thirty years of age." Under Articles 91 and 99, the Minister and members of salaried councils of Autonomous Entities may not be members of either Chamber of the General Assembly.

Ministers are members of the Executive Branch and are primarily responsible to the National Council of Government. At the same time, they have certain responsibilities and rights vis-a-vis the Legislative Power. Under Articles 118 and 119 of the Constitution, any legislator may ask them for information and either Chamber may summon them for questioning. Under Article 177, Ministers are required to submit annual reports to the General Assembly at the opening of each legislative period. Article 180 states that "Ministers may attend the sessions of the General Assembly, of either Chamber, of the Permanent Commission, or of their respective standing committees, and may take part in debate but shall have no vote."

According to Article 174, term of office of a Minister is at the pleasure of the National Council of Government as appointing authority "without prejudice to the provisions of Section VIII" of the Constitution on "Relations Between the Legislative Power and the Executive Power." Article 147 under this Section authorizes either Chamber to "pass judgment on the conduct of Ministers of State by proposing that the General Assembly, in joint session shall declare that their acts of administration or of government are censured. . . . " Article 148 states: "The censure . . . shall require the immediate resignation of the Minister or Ministers affected by it." Under another Constitutional provision—Article 93—"The Chamber of Rrepresentaives has the exclusive right of impeachment, before the Senate Chamber, of . . . Ministers of State . . . for violation of the Constitution or the laws, or other serious offenses . . ."

Members of autonomous educational councils are selected and appointed in various ways as prescribed by law. Each has a President or Director General appointed by the Executive Power subject to Senate confirmation. Under Article 200 of the Constitution, Council members may be removed by the Executive Power with the approval of the Senate (or by the Executive Power in 90 days if the Senate does not act) "in case of inefficiency, neglect or malfeasance in the exercise of their functions; or for the commission of acts which affect their reputation or the prestige of the institution with which they are connected." According to Article 202, members of Councils of Autonomous Entities in education, unlike those in other fields, may practice their educational professions simultaneously.

Organization

As its name implies, the Ministry of Public Instruction and Social Welfare is a combined Ministry. It has educational, cultural, and social welfare functions, as well as those pertaining to administration of justice. It is organized under the Minister of Public Instruction and Social Welfare (Ministro de Instrucción Pública y Previsión Social) into a chain of command.

This chain embraces in order the Under Secretary (who may assume the functions of the Minister in his absence), a Director General, and a Director of Sections. Sections have supervisory responsibilities over functions assigned to what are categorized as Cultural, Cultural-Welfare, and Social Welfare Institutions.

Cultural institutions include the National School of Fine Arts; National Commission of Fine Arts (concerned with art exhibits and lectures); Department of Art and Popular Culture (responsible for cultural exhibits and performances other than in the field of fine arts); National Conservatory of Music; National Museums; National and other Archives; National and other Libraries, and investigation and research centers; Official Radio Service (concerned with radio and television programs of an artistic, musical, or otherwise cultural nature); and the Cinematographic Division (concerned with educational films for pupils at primary level).

Cultural-Welfare Institutions include the National Commission of Physical Education (concerned with physical education such as sports clubs, recreation centers, National sporting events, and the like which are not in the schools), Children's Council (concerned with welfare of children, including health examinations and general physical care of primary school children), and the General Directorate of Penal Institutions (for adults).

Social Welfare Institutions are concerned with "non-cultural" affairs. Among them are administration of justice, registration of vital statistics, social security and pension matters, and the supplying of low cost meals (particularly to children) in public dining rooms maintained throughout the country through the Ministry's National Institute of Nutrition.

Each of the councils directly responsible for administering most of the country's primary and normal, secondary, and vocational education programs and schools has a President or Director-General, a National Technical Inspector, a Subinspector, various regional or zone inspectors, and related organizational units. The Central University Council is composed of the University Rector (as presiding officer) and the Dean and a representative from each of the 10 University Faculties. Though related to the Ministry of Public Instruction and Social Welfare (such as for budget matters), councils are autonomous entities rather than operationally subordinate units of the Ministry.

Authority, Responsibility, and Functions

State authority for public education responsibilities derives from the Constitution and from supporting legislation. Articles 68-71 of the Constitution set forth general provisions—freedom of education, exemption of private schools from taxes in accordance with law, State responsibility for making provision for accomplishment of compulsory primary education, and declaring "free official" education "to be of social utility, as well as the creation of scholarships . . . and the establishment of public libraries."

Constitutional Article 174 relating to Ministries and Articles 204-207 on governing of levels of education by autonomous councils of directors are supplemented by separate laws. There are, for example, the *Law* of 1935 providing for the Ministry of Public Instruction and Social Welfare and those establishing and providing for each of the educational councils.

The Ministry has supervisory and operational control over Cultural, Cultural-Welfare, and Social Welfare Institutions coming under the Director of Sections. The only school it operates is the National School of Fine Arts. Its research relates to matters under its direct control; that on education is conducted by the National University.

The Ministry is concerned with the Nation's international educational and cultural relations. As proposed by autonomous education councils, it encourages exchange of professors, student tours, scholarships, study abroad, and cultural missions to other countries. The National Commission for UNESCO was established by *Decree* of September 7, 1948 as an advisory body to the Minister and the Uruguayan Delegation to the General Conference of UNESCO. It is attached to the Office of the Minister and also maintains relations with autonomous councils.

The Ministry is responsible for liaison between councils and the Executive and Legislative Powers. Pursuant to Article 181 of the Constitution on powers and duties of Ministers, the Minister observes council activities and supervises their compliance with law. He may submit proposals for educational legislation and decrees to the Legislative and Executive Powers respectively. Under budgetary provisions, budget proposals of the councils process through the Ministry to the National Council of Government for acceptance or change and for incorporation into the total budget for action by the General Assembly.

Each council operates public educational institutions in its branch or level of education and has comprehensive authority within framework of funds authorized. The National Council of Primary and Normal Education administers regular urban and rural kindergartens, primary schools, experimental schools for primary school teachers, schools for exceptional children, and adult education programs and schools at primary level, including those for literacy training.

The National Council of Secondary and Preparatory Education is responsible for secondary education establishments such as girls' schools, high schools, lyceums, and preparatory schools at that level. It also is responsible for the Institution of Education which trains secondary school teachers. In like manner, the National Council for Industrial Education and the Central University Council are responsible, respectively, for vocational schools throughout the country and for the National University. Article 204 of the Constitution provides that the councils shall be consulted by legislative committees in the drafting of laws relating to council functions.

Private schools come under a system of Government supervision exercised by Directors of the Office of Inspection of Private Elementary Education (Inspección de Enseñanza Privada Primaria) and the Office of Inspection of Private Secondary Education (Inspección de Enseñanza Privada Secundaria) of the appropriate councils. When private schools are approved, they receive the title of "accredited" and their graduates are eligible for admission to public preparatory or university study. Private schools which maintain Government standards of instruction, are partially subsidized by the Government in accordance with law. They are required to render an accounting of monies if they are to receive further funds from the Government. Accredited private schools follow the same plan of education as the public schools.

Administration

Under Article 181 of the Constitution, the Minister signs and communicates *Resolutions* of the Executive Power. Educational policies, rules, regulations, and directives are brought to the attention of school administrators and teachers by the respective councils. Through a system of supervisory districts with their inspectors, these councils maintain direct personal relationships with local school officials and seek to assure that the National program of instruction is followed throughout the country.

Suggestions and recommendations relative to planning, developing, and financing the educational program are made to the councils by interested citizens and professional groups, including the Uruguayan Federation of Teachers (Federación Uruguaya del Magisterio). At local school level, there is a parent group—a Commission for Development (Comisión de Fomento)—which provides a channel for awakening and expressing public interest in the school—particularly concerning the welfare of children, improving attendance, raising funds for school lunches, and supplementing school material and equipment. These Commissions aid and supplement services provided by the State and give their services to directors and teachers in their communities.

Republic of Venezuela

República de Venezuela

**July 1, 1959* [1]

ACCORDING TO THE 1953 Venezuelan Constitution, legislation at the National level is the function of the elected National Congress with its Chamber of Deputies and Senate. The elected President "is the representative of the State" and the Chief of the National Executive Power. Appointed Ministers form the Cabinet, with the President and Cabinet constituting the Council of Ministers. Judicial power rests with Courts and Tribunals.

National territory consists of States divided into districts and subdivided into municipalities, a Federal District (capital area), the Federal Territories of Amazonas and Delta-Amacuro, and Federal Dependencies consisting of the maritime islands except for those forming the State of Nueva Esparta. Executive power of a State is exercised by a Governor who also serves in the State as the "agent" of the National Executive Power.

Competence of the National Power includes "organization and government of the Federal District, the Territories and the Federal Dependencies." Agreements or treaties are authorized "to regulate relations between the Church [Catholic] and the State."

---

[1] This Nation's new Constitution is dated January 23, 1961. Article 55 states: "Education is compulsory within the degree and conditions fixed by law. Parents and representatives are responsible for compliance with this duty, and the State shall provide the means by which all may comply with it."

Article 78 specifies: "Everyone has the right to an education. The State shall create and maintain schools, institutions and services sufficiently endowed to ensure an access to education and to culture, with no other limitations than those deriving from the vocation and from aptitudes.

"Education provided by public institutions shall be gratuitous in all phases. However, the law may establish exceptions with respect to higher and special education, when persons with means are concerned."

Provision 16 in Article 136 identifies "The bases and directives for national education" as being within the competence of National Power.

See also such Articles as 30, 57, 75, and 79–83.

Official Bodies Concerned With Education

The Cabinet level Ministry of Education (Ministerio de Educación) is the primary agency charged with responsibility for education in the Nation. Other Ministries have specialized educational responsibilities assigned to them by law such as:

Agriculture and Animal Husbandry—instruction in its fields

External Relations—Institute for Technical Preparation for the Diplomatic Service, intergovernmental educational and cultural relations, and relations with international organizations

Interior Relations—National Security Service School

Labor and Communications—Radiotelegraphic School

Public Health and Social Welfare—medical care and examination of school children, school lunchrooms, school sanitation, and vacation camps

Public Works—school construction and maintenance, and

War and Navy—military service schools.

The Venezuelan Child Council—an Official Autonomous Institute functioning under *Decree No. 390* of December 30, 1949—is a technical consultative body on child welfare matters. An educator and a representative of parents selected by the Minister of Education (Ministro de Educación) are among its Assembly members.

The early antecedent of the Ministry of Education was created in the days when Colombian, Ecuadoran, and Venezuelan peoples were federated under Liberator President Simón Bolívar. A March 18, 1826 *Great Colombian Law* provided for a Directorate General of Public Instruction in Bogotá while a *Presidential Decree* of March 10, 1827 provided for a Subdirectorate in each State (Departamento). On dissolution of the Federation in 1830, educational affairs became a part of the Secretariat of the Interior and Justice in the Venezuelan Nation.

A Directorate similar to the one in Bogotá was established by July 17, 1838 *Executive Decree*. It functioned until the April 18, 1854 *Law on Organization of Public Instruction* centralized the general system of public instruction in the Ministry of the Interior and Justice under supreme authority of the Executive Power.

Laws of May 25, 1857 and *July 6, 1860* and a January 9, 1862 *Decree* placed education within the province of the entity called successively the Secretariat of the Exterior, Secretariat of the Exterior and Public Instruction, and Secretariat of the Exterior.

By July 25, 1863 *Decree on Government Organization*, a Ministry of Development (Fomento) was created which included matters relating to education.

With promulgation of the *Law* of May 24, 1881, a Cabinet level Ministry of Public Instruction was created. The July 17, 1936 *Law of Ministries* changed its name to Ministry of National Education and July 12, 1940 *Regulations* set forth its organization. With the December 31, 1950 *Organic Statute of the Ministries*, its name became Ministry of Education. Under Article 113 of the 1953 Constitution, functions and duties of Ministers and organization of their Ministries remain matters to be "specified by law."

Except for removal effected under Article 78 when the Chamber of Deputies votes "a censure," the President has authority under Article 108, "To appoint and remove Ministers of the National Executive Office." Under Article 111, Ministers are "legal agents" of the President and "must be native-born lay Venezuelans over thirty years of age." By terms of Articles 46 and 75, they may not "occupy more than one remunerated public office at the same time" except for academic, advisory, teaching, and other offices specifically authorized in the Constitution and they "cannot be elected Deputies or Senators."

Provisions such as those in Articles 80, 84, and 114-118 affect responsibilities and rights of the Minister of Education as one of the Ministers of the National Executive Office. Legislative Chamber investigating committees "may require of every official the information and documents needed." Chambers may "require the appearance of Ministers" to give pertinent information. Congress has power to "consider and approve or disapprove the Reports and Accounts" Ministers submit to it. The Minister is responsible for decisions in the Council of Ministers except when he has stated his reasons "for voting against a decision." Written Presidential order "is not sufficient" to absolve him for exceeding his powers.

The Minister "shall present to the National Congress, during the first ten days of ordinary sessions . . . a Report on . . . his . . . Office during the previous year, and an Account of the work entrusted to his Office by the Law of the Budget on Public Revenues and Expenditures for the respective fiscal year." He has "the right to the floor in the Legislative Chambers" and "may also take part in the study of bills within the Permanent Committees." With "previous authorization of the President," he may delegate "the power to sign certain documents" while retaining "responsibility for the acts."

Organization

In addition to the immediate Office of the Minister and a Legal Office, organizational units reporting to the Minister of Education include:

- Autonomous Institutes:
  - Institute for Social Security and Welfare—benefits to relatives of deceased personnel, food stores below regular price, loans for acquisition of housing, medical dental service, and savings plans
  - National Council of Universities—coordinating and regulatory body concerned with higher education and meeting at the call and under the chairmanship of the Minister of Education
  - National Sports Institute—coordination, direction, organization, and supervision of sports activities; and study of plans and projects relating to public places for physical education and sports
- Offices with control and operational powers:
  - Administrative—accounting budgeting, general inspection of administrative services, leases, personnel control, and property management
  - Culture and Fine Arts—cultural institutions and schools in cultural and fine arts fields (such as applied and plastic arts, drama, and music); artistic and literary contests; cultural awards and prizes; reviews and publications; and scientific and artistic expositions
  - Physical Education—exhibitions and parades, gymnastics and sports, organization of physical education in schools, and school transportation
  - Primary and Normal Education—adult education including the literacy campaign; kindergartens, primary schools, and official normal schools; and supervision of private schools at these levels
  - Secondary, Higher, and Special Education Office—educational institutions at these levels except as legally assigned elsewhere; supervision of private institutions of the same types; teacher training institutions for normal, secondary, and technical personnel; and relations with National and private universities; and
  - Technical—with a Technical Council of Education functioning under *Decree No. 446* of November 5, 1956 as an advisory body to the Minister on pedagogical matters below the university level, and with functions relating to studies entrusted to the Minister, educational information and documentation, educational statistics, equivalencies of studies, evaluation of certificates and diplomas, examinations and control of studies within its competence, reforms in the interest of educational progress, review for teachers, scholarships and pensions and honorary payments, school architecture, and textbooks.

Authority, Responsibility, and Functions

Within the "competence of the National Power," according to Article 60 of the Constitution, are matters relating to:

> Principles and standards for education and culture in general. Functioning of educational and cultural institutes, associations and services.

Two other Articles contain provisions relating to education:

> 21. It is within the competence of Municipalities . . .
>
> To organize, subject to national laws and regulations, their services to supply . . . education . . .
>
> 35. The inhabitants of Venezuela are guaranteed . . .
>
> The freedom of instruction, with the limitations established by law.

The 1950 *Organic Statute of Ministries* assigns most State educational and cultural matters to the Ministry of Education. Article 7 of the July 25, 1955 *Law of Education* states:

> The Ministry of Education will centralize the educational activities of all the official educational institutions of the country and will promote necessary coordination relative to establishment, location, selection of teaching personnel and all the matters concerned with proper organization of official education services except those relating to educational institutions which by Laws or National Executive dispositions are under special rules.

Articles 66 and 67 state that military and university education are regulated by special laws "without prejudice to the fulfillment of the applicable precepts" in the *Law of Education. Decree No. 438* of October 20, 1956 on related General Regulations and the laws and regulations on particular aspects of education spell out further detail as to authority and responsibility.

Within this legal framework, the Ministry of Education plans for, operates, and supervises public schools assigned to its jurisdiction. It decides on number, location and type of schools. It prepares the National educational budget and proposes it to the President through the Ministry of the Treasury for presentation to Congress.

Similar action takes place in other Ministries in relation to educational services within their competencies. Legislative Assemblies approve educational budgets in the States and municipalities. In annual meetings with State Governors, the President, Ministers and other National officials then formulate recommendations for application of funds to the different entities.

Determination of study plans, programs, and examinations is within the "exclusive" competence of the National Executive through the Ministry of Education. In some States, municipal and State as well as Ministry personnel participate in related supervisory work. In others, agreements have been worked out with regional authorities whereby only Ministry personnel perform this function.

The Ministry has legal responsibility for organizing professional improvement courses. Those passing the courses have preference in proportion to their attainments and enjoy raises, special prizes, and other benefits established by the National Executive. Similar courses may be organized by other persons and entities. The Ministry determines matters on employment of personnel for official activities under its charge and coordinates such matters in other official educational services. Professional relations are promoted by teacher organizations as well as by the Ministry.

The Ministry has responsibility for inspection as to compulsory school attendance. It cooperates with or functions jointly with other official bodies on child labor matters, school construction, and school health. It determines pupil promotions up to university level and has authority to approve or disapprove textbooks. It purchases books for distribution in its schools, stimulates production of educational books, and itself publishes texts or promotes contests among authors.

Private schools are required to register with the Ministry and are subject to inspection. For recognition of their studies and granting of official certificates and diplomas, their plans and programs must conform to Ministry requirements. Directors must be Venezuelan and possess qualifying credentials. Schools not seeking recognition of their studies are subject to Ministry inspection on noneducational matters.

A third type of private schools is the subvention school founded by a private person or entity and receiving State aid. The Ministry makes an agreement with owners or representatives of such schools on requirements to be met by virtue of the subvention accorded. The three types of private schools are obliged to supply the Ministry with requested reports. The State may levy administrative or financial penalty against or close a school not complying with applicable laws and regualtions.

University education is regulated by August 2, 1953 *Law of Universities* as amended on July 26, 1955 and applicable precepts in the *Law of Education*. The Rector, Vice-Rector, and Secretary of each National University are elected and removed at the pleasure of the National Executive. The Minister of Education convokes and presides over the National Council of Universities responsible for fixing type of instruction, unifying study plans, coordinating education, and supervising university activities. Included on the Council are the Rector and a Dean from each National University. The individual university has its own Academic Council coordinating education and research and its Administrative Council dealing with financial and related matters. Universities confer degrees, evaluate foreign diplomas, and establish equivalencies.

The National Executive has legal power to authorize and regulate functioning of private universities. Two different faculties are required for establishment of a university. Academic plans are similar to those in National Universities with the State recognizing their studies and legalizing their certificates and diplomas when they meet established norms. The State inspects private universities and may revoke charters for noncompliance with laws and regulations.

The Ministry supports cultural and fine arts schools and through its Cultural and Fine Arts Office directly operates such institutions as the Museum of Fine Arts, the Museum of Natural Science, and the National Library. It sponsors organizations such as the Venezuelan Symphony Orchestra; presents concerts, expositions, and recitals; and promotes contests and the awarding of prizes. In this work the Ministry cooperates with other official bodies and with private individuals and entities. The Technical Office of the Ministry conducts research needed by the Minister.

The Ministry cooperates with the Ministry of Foreign Relations on intergovernmental educational and cultural relations and in relations with international organizations. It is represented on the Technical Assistance Commission. The Minister of Education serves as Chairman of the National Commission for UNESCO which held its first meeting on August 27, 1948.

Administration

Laws and Decrees are published in the *Official Gazette (Gaceta Oficial)* and in the *Compilation of Laws and Decrees (Recopilación de Leyes y Decretos)* of the Republic of Venezuela. Policies, standards, and regulations in the field of education are brought to the attention of those concerned through official documents, direct management by Ministry personnel—particularly the supervisors —and through periodicals and other publications. The Technical Council of Education within the Ministry and the Venezuelan Child Council provide advisory assistance to the Minister and the Ministry.

Republic of Viet-Nam

(Viet-Nam Cong-Hoa)—République du Viêt-Nam

April 7, 1959 [1]

EARLIEST INDEPENDENT STATUS of the Viet-Namese people dates back to about 400 B.C. Their Free State within the Indo-Chinese Federation was recognized under a preliminary *Convention* signed in Hanoi on March 6, 1946. Before definitive agreement was reached, communist forces resumed hostilities on December 19, 1946 against French Union Forces.

A military *Agreement on Cessation of Hostilities in Viet-Nam* was signed in Geneva on July 20, 1954. It provided for partition of the Nation into a Northern and a Southern Zone. The next day, the *Final Declaration of the Geneva Conference* recognized this partitioning as a provisional military action with zonal boundaries being neither political nor territorial in nature. The Southern Zone elected its first President on October 23, 1955. He was sworn in when the Republic of Viet-Nam was proclaimed under a Provisional Constitution on October 25 that year.

The National Constituent Assembly adopted the Constitution proclaimed on October 26, 1956. Under this instrument, "Viet-Nam is an independent, unified, territorially indivisible Republic." Executive and legislative functions are vested respectively in the popularly elected President as leader of the Nation and in the unicameral National Assembly. "The Judiciary shall have a status which guarantees its independent character." Article 46 provides in part that "The President of the Republic shall be assisted by a Vice-President of the Republic, Secretaries of State and Under-Secretaries of State."

---

[1] "The administrative centralization, started in 1957, was completed [in education] in 1958–1959, thus grouping all the parts of the educational system under the control of the Department of Education" states p. 5 of: République du Viêtnam, Département de L'Éducation Nationale. *Rapport sur la Situation et les Progrès de l'Enseignement au Viêtnam au cours de l'année scolaire 1958–1959.* Republic of Vietnam, State Department for National Education. *Report on the Situation and Progress of National Education in Vietnam During School-Year 1958–1959.* (Prepared for the XXIInd International Conference on Public Education sponsored by IBE/UNESCO in Geneva in 1959) 17 p. and 15 statistical tables (French and English).

Official Bodies Concerned With Education

The Department of National Education (Bô Qúôc-Giáo-Dục—Département de l'Éducation Nationale) of Viet-Nam functioning under one of the Secretaries of State, has responsibility for education throughout the Nation. Some schools in technical fields depend on particular Departments concerned such as:

Agriculture—practical schools of agriculture and the National School of Agriculture (Blao)

Public Health and Social Welfare—the National School of Midwives and the Health Technicians School, and

Public Works—the Post, Telegraph, and Telephone School.

Originally established by *Presidential Decree No. 46* on July 31, 1948 as the Ministry of National Education, the Ministry became the Department of National Education on October 26, 1955 when the Republic of Viet-Nam was proclaimed.

Under Article 46 of the Constitution, Secretaries of State and Under-Secretaries of State "shall be appointed by the President of the Republic and shall be responsible to him." By law, they must be citizens. Their terms of office are at the pleasure of the President with legal procedure becoming operative in the event of malfeasance in office. Article 47 of the Constitution provides that they "can confer with the Vice-President of the National Assembly, and the Chairmen of the Committees of the National Assembly in order to give explanations on problems relating to legislation." Article 53 precludes simultaneous service as a Deputy in the National Assembly.

Various decrees provide the legal basis for the work of the Secretary of State for National Education (Bộ-Tru'ỗ'ng Bộ Qúôc-Gia Giáo-Dục—literally Secretary of State for the Department of Education—Ministre de l'État pour l'Éducation Nationale), the Department of National Education, and the system of education. *Decree No. 33 GD* (December 19, 1949) initially determined power and functions of the Secretary (then called Minister). *No. 96 GD* (December 29, 1949) outlined organization of the educational system (elementary, secondary, and university and higher schools with professional education being of practical elementary, secondary, and university levels). *No 21 GD/ND* (February 3, 1955) outlined organization of the Department (then called Ministry) and *No. 98 GD/ND* (February 21, 1956) provided for partial reorganization.

Later official acts moved further in the direction of centralization of authority in the field of education. Former Regional Directorates of Education in 2 of the 3 Regions of the Republic (Central and Highlands) were transformed into liaison offices between the Department and local Education Services. *Decree No. 945 GD/ND* (June 6, 1958) transferred some responsibilities from the other Regional Directorate of Education (South Viet-Nam) to the Directorate General in the Department of National Education. A Personnel and an Accounting Office were retained at Region level to deal with personnel questions and financial management of lycées and colleges.

Organization

A High Council of Education advises the Secretary on educational matters. Operating functions of the Department of National Education are handled in four main offices—Cabinet Directorate; General Secretariat; Directorate General for Secondary, Elementary and Popular Education; and Directorate for Industry and Fine Arts Education.

The Cabinet Directorate is concerned with educational policy and related political decisions, relations with officials of the Executive Branch (Government) and with the National Assembly, surveys, special reports, special missions, and supervision of implementation of decisions and orders of the Secretary of State for National Education. Its bureaus deal with correspondence, legislation, planning, publications, public relations, textbooks, universities, and youth and student social activities.

The General Secretariat is concerned primarily with administrative matters relating to accounting, foreign technical aid, personnel, and scholarships for study abroad. The Directorate General for Secondary, Elementary and Popular Education deals with technical matters pertaining to the various levels of education. In addition to an administrative Secretariat, it has offices for:

Popular and Elementary Education—with bureaus in each field, and

Secondary Education—with bureaus concerned with (1) examinations, diplomas, and equivalence of diplomas; (2) educational censorship and the National Normal School (elementary teacher training center); and (3) other matters relating to public and private secondary education.

The Directorate for Industry and Fine Arts Education deals with (1) establishment of schools in these fields, curriculums, materials, texts, and related administrative matters; and (2) examinations, diplomas, exhibitions, contracts with local organizations, and accidents incurred by students and personnel.

Four other offices are included in the Department of National Education; namely, the:

Directorate for Cultural Affairs dealing with (1) cultural relations with foreign countries, encouraging artists and writers, music improvement, and publications, and (2) UNESCO

Historical Research Institute responsible for preservation of historical monuments

Institute of Oceanography, and the

National Library.

In addition to liaison offices in the 3 Regions of the Republic, there are Education Services in each of the 41 Provinces.

Authority, Responsibility, and Functions

The Constitution contains several provisions affecting education including:

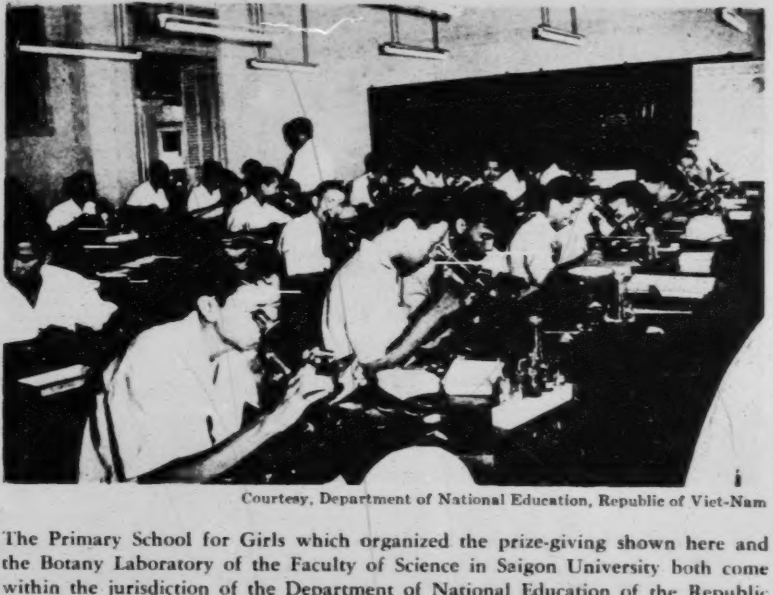
> Article 5. . . . The State shall aid the economic development, cultural creation, scientific and technical expansion and progress.
>
> Article 7. All activities having as their object the direct or indirect propagation or establishment of Communism in whatever form shall be contrary to the principles embodied in the present Constitution.
>
> Article 26. The State shall endeavour to give every citizen a compulsory and free basic education.
>
> Every citizen has the right to pursue his studies.
>
> Those who are capable but lack private means shall be helped in the pursuit of their studies.
>
> The State shall recognize the right of parents to choose the schools for their children, and of associations as well as individuals to open schools in accordance with conditions fixed by law.
>
> The State can recognize private institutions of university or technical education which satisfy the legal requirements. The Diplomas granted by these institutions can be recognized by the State.
>
> Article 27. Every citizen has the right to participate in cultural and scientific activities, and to enjoy the benefits of the fine arts and of technical progress. . . .

Under State authority so vested by the Constitution, and implementing overall Decrees and their related amendments (such as *No. 33 GD* in 1949, *No. 21 GD/ND* in 1955, and *No. 98 GD/ND* in 1956) and decrees and ordinances dealing with specific aspects of education (such as compulsory schooling), the Department of National Education has jurisdiction over public and private education throughout the country from elementary level through the university except for (1) military training and (2) Schools of Agriculture (Blao) and of Administration developing as independent institutions with foreign aid.

The Department has authority to decide the number, location, and kinds of schools and other educational and cultural institutions. To the extent of funds appropriated by the National As-

BEST COPY AVAILABLE

Courtesy, Department of National Education, Republic of Viet-Nam



Courtesy, Department of National Education, Republic of Viet-Nam

The Primary School for Girls which organized the prize-giving shown here and the Botany Laboratory of the Faculty of Science in Saigon University both come within the jurisdiction of the Department of National Education of the Republic of Viet-Nam.

sembly and subject to approval by the Budget Office of the President, it determines National funds used annually for education. It influences Provincial and local budgets by making recommendations to Provincial chiefs concerning their educational needs.

On recommendation of Chief Inspectors and the Director General of Education, the Secretary decides the curriculum, study schedules, methods, standard examining procedure, equivalency of diplomas, and the like for elementary and secondary schools. The Department has authority to fix regulations for the training of school administrators and teachers and to control standards for their licensing.

Under Article 37 of the Constitution, the President of the Republic appoints and dismisses civil servants "in conformance with existing laws . . ." In practice, the Department of National Education selects, appoints, promotes, assigns, and dismisses school personnel and fixes their salaries subject to approval by the Directorate General of Public Functions and the Budget Office of the President.

The Secretary consults with the President of the Republic in promoting professional relations in education. *Decree No. 6 GD* of January 20, 1952 requires compulsory school attendance and authorizes the disallowing of credit toward compulsory school years when children are not in attendance for a long enough time during a year. Enforcement of attendance is handled in collaboration with Provincial chiefs through the Department of the Interior while enforcement of child labor law is handled in collaboration with the Department of Labor.

Decree No. 7 GD of January 20, 1952, as changed by *Decree No. 173* of May 23, 1955, provides authority for requiring literacy training for those over 13 years of age who cannot read and write. Community Pilot Schools have been fostered by the Department with technical assistance from UNESCO. The UNESCO-Viet-Nam Fundamental Education Center, opened on February 28, 1957 in Tan-An, carries out basic education projects which are financed by the Department with UNESCO assistance. The Department also supplies counterpart personnel to work with UNESCO experts.

The Department has authority to make and enforce regulations concerning school construction and sanitation. For public schools, it requests the Department of Reconstruction and Town Planning to draw up school plans according to rules prescribed by law and it finances construction within the limit of funds allocated in the National Budget and from foreign aid sources. It has authority to provide for school health examinations and general physical care in collaboration with the Department of Public Health and Social Welfare.

The Department determines pupil promotions and grants diplomas on recommendation of the Director General of Education. It has authority to prepare, select, and publish or purchase textbooks.

The Department controls private education under its authority to grant operating permits and to close private schools for failure to comply with regulations. For example, *Decree No. 6 GD* of January 20, 1952 on compulsory education authorizes closure of private elementary schools when their principals fail to supply monthly lists of children who have left their schools.

The Department inspects private schools and has authority to require them to have the Department's approval of their plans and personnel. Standard public school examinations are required in private schools. Private school construction requires approval by a commission composed of representatives from the Departments of National Education, Public Health and Social Welfare, and Public Works or Reconstruction and Town Planning.

Curriculums and examining procedures for technical colleges are standardized by the Department of National Education. At university level, the President of the National University with assistance of the University Council, decides on curriculums of the faculties, examining procedures, and the like, subject to approval by the Secretary of State for National Education. University Rectors report directly to the Secretary on matters relating to university administration.

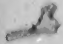
The Department is responsible for cooperating on education projects to promote international understanding and has a National Commission for UNESCO. It helps foreign agencies by organizing local conferences for educational purposes and providing technicians for service outside the country.

Administration

Policies, rules, regulations, and directives related to education are disseminated through such mediums as the *Official Journal of Viet-Nam (Cong-Bao Viêt-Nam)*, publications of the Government and the Department, official notices, and letters, and by radio. The Department writes to inspectors in the Provinces through its liaison offices and these inspectors get in touch with schools.

Community authorities, professional and other groups, and private citizens may make suggestions on planning, financing, and developing the educational system. They make suggestions in writing to Provincial inspectors, liaison offices, and the Department of National Education or its officials.

Kingdom of Yemen


(Al-Mamlakah Al-Mutawakilyah Alyamaniah)

**March 5, 1959*

THE KINGDOM OF YEMEN is a Member State of the United Nations and of the Arab League. Legislative, executive, and judicial power of the Yemeni Government rests with the Monarch known as His Majesty, the Imam, who is head of the Zaidi Sect of the Shiah Moslems.

Official Bodies Concerned With Education

By Royal fiat, the Imam established the Ministry of Education (Wizarat Al-Maʿārif) and appointed the Minister of Education (Wazīr Al-Maʿārif) who reports to and serves at the pleasure of the Imam. The Minister of Education usually is a member or a relative of a member of the Royal Family. The Minister is assisted by a Deputy Minister who serves as operating head of the Ministry of Education. The Imam also has a Minister of Endowments concerned in part with funds made available for education from the Imam's privy purse.

Authority, Responsibility, and Functions

The Imam's plans call for the development in the Kingdom of Yemen of 6 primary and 5 secondary grades for pupils 7 to 17 years of age. With authority stemming from orders of the Imam, the Ministry of Education controls and operates Government schools in the 3 principal cities (Dhamar, Hodeida, Sana'a) and some of the larger towns and the three centers for higher theological studies (Ma'bar, Sana'a, Zabid) with funds from the Minister of Endowments as provided by the Imam.

Private religious schools, located in and operating under control of Village Mosques, receive funds made available by the Official Religious Foundations' Administration (Wakfs). These schools provide 1 to 3 years of elementary schooling and teach recitations from the *Koran* to boys in the smaller communities.

The Kingdom of Yemen has an agricultural school and a vocational school for the training of pupils in soap-manufacturing, carpentry, and weaving. A representative of the Yemeni Ministry of Education participated in the Conference on Vocational and Technical Education for the Arab States of the Middle East convened in Cairo from November 23 to December 5, 1957 by the Government of the Republic of Egypt [later a Region of the United Arab Republic] in consultation with UNESCO.

Federal People's Republic of Yugoslavia

Federativna Narodna Republika Jugoslavija

January 14, 1959

THE FEDERAL PEOPLE'S REPUBLIC of Yugoslavia is a federation of six constitutent Republics. Each has its Constitution and Fundamental law reflecting characteristics of the individual Republic and in conformity with the Federal Constitution and *Fundamental Law*. The two-house Federal People's Assembly is the highest organ of authority. It elects and relieves of duty the associate justices of the Federal Supreme Court.

From among its deputies, the Assembly elects the Federal Executive Council and the President of the Republic who, at the same time, is Chairman of the Federal Executive Council. As the executive organ of the Assembly, the Federal Executive Council is entrusted with Federal law enforcement and with supervision of Federal administrative organs, including authority to appoint (and relieve of their duties) Secretaries of State, Secretaries of the Federal Executive Council, and other high officials of State administration.

Official Bodies Concerned With Education

Within the Assembly, there is a Committee for Education to study draft laws related to education before they are presented for House consideration and Assembly action. The Committee also may initiate its own drafts and propose them for enactment.

Within the Federal Executive Council there is a Committee for Education and Culture. It advises on questions which are to be decided by the Council. As a Federal organ of State administration, the Federal Executive Council has a Secretariat for Education and Culture. Within the Federal province, various separate and specialized institutions have been established to deal with particular problems.

Following cessation of hostilities in World War II, the Ministry of Education in the Kingdom of Yugoslavia was succeeded by a Ministry of Education in the Federal Government with each Republic having its own Ministry of Education. The Federal and Republic Ministries of Education were replaced in 1950 by Councils for Education (collective organs). In addition to a chairman, the Federal Council for Education and Culture included chairmen of the Republic Councils for Education. Each Republic Council for Education consisted of a chairman, members appointed by the Republic Executive Council, and members elected by certain social and economic organizations as well as by Councils for Education in the District People's Committees. At the local level (Community and District People's Committees for self-determination), there were Councils for Education appointed by the People's Committees.

With the passage of the *Fundamental Law* in 1953, the Federal Council for Education and Culture was replaced by the Federal Executive Council's Secretariat for Education and Culture (Sekretarijat za Prosvetu i Kulturu). The Secretary of Education and Culture (Sekretar za Prosvetu i Kulturu) as one of the Secretaries of the Federal Executive Council, is appointed by and responsible to the highest executive organ and, in turn to the highest organ of authority in the Nation—the Assembly. He must meet legal requirements applicable to persons in the service of the State. His term of office is at the pleasure of the appointing authority.

The June 28, 1958 *General Law on Schools* superseded the former *General Law on School Administration* and became operative on September 1, 1958. It sets forth the legal basis for the educational system. It contains various provisions affecting the place in Government of official bodies concerned with education. Among them are:

> Article 2. The schools and other establishments for education are independent social institutions organized upon the principles of social self-management.
>
> Article 20. For the purpose of consideration of questions of general interest pertaining to education, for the purpose of consultation on questions of common interest for schools and other establishments for education in all the People's Republics, and in order to lay down the bases for instruction plans and programs for elementary schools, vocational, high vocational and secondary schools, the Educational Council of Yugoslavia shall be founded as an independent social body.
>
> Article 23. For the purpose of education, pedagogical control over its realization and implementation of regulations pertaining to organization

> and work of schools, and for the purpose of aid to teachers in the carrying out of teaching and in achieving their professional development, an educational-pedagogical service shall be established pursuant to provisions of this Law. [Previously, pedagogic supervision over schools was exercised by district organs of administration for education.]
>
> Article 24. The basic principle of this Law shall apply to all schools and establishments for education.
>
> Special Federal regulations shall apply to those schools which are founded to meet the needs of the Yugoslav People's Army.
>
> Article 128. Schools are directly managed by the following bodies as social organs: School Committee, council of teachers and director of the school.

Composition of social organs specified in Article 128 depends on type of school and is specified among provisions of Articles 135 through 153. For instance, in an elementary school, the school committee includes fixed number of teachers of the school, citizens elected by the People's Committees, those elected in meetings of voters, and persons elected by social and economic organizations concerned, as well as the school director (appointed by the appropriate People's Committee). One of the group (other than the school director) is elected as chairman. The council of teachers, under the chairmanship of the school director, includes full-time and part-time teachers. There also are class councils consisting of teachers of a particular class or section.

This type of organization for direct self-management is specified for other schools and for faculties of higher learning with names of organs being appropriate to the particular type of institution. Except in elementary schools, the school committee includes a fixed number of students, elected by students of the particular school.

The former system of appointment of local level Councils for Education by the People's Committees is revised under the 1958 *General Law on Schools*. Under Article 157, part of the membership is elected by those social and economic organizations with a related interest, as well as by the schools themselves.

Article 172 of the *General Law on Schools* provides for a separate agency—the Federal Institute for Examination of School and Educational Problems—which "shall organize and carry out the examination of problems pertaining to education, particularly in respect to instruction and methods of work in schools and other educational establishments, shall follow the results and achievements in the field of pedagogical theory and practice and shall help the organization of measures concerning the application of modern achievements and methods of education, as well as perform other duties placed within its responsibilities by special regulations." For the Republics, Article 173 provides for establishments for advancement of schools to carry out tasks provided under Article 173 and for tasks involved in educational pedagogical service.

Organization

The Chairman of the Committee for Education and Culture in the Federal Executive Council may be, at the same time, the Secretary for Education and Culture. A fixed number of the members of the Committee are appointed from among members of the Federal Executive Council and social workers deemed outstanding while the others are representatives of the Republics (members of the Republic Executive Councils concerned with tasks related to education and culture). In addition to the Secretary, there are various specialists in the Secretariat for Education and Culture. Under Article 171 of the *General Law on Schools,* the independent Educational Council of Yugoslavia has a chairman and a fixed number of members appointed by the Federal Executive Council. In addition, Councils for Education in the Republics each elect three members to it.

Authority, Responsibility, and Functions

The June 28, 1958 *Introductory Law* to the *General Law on Schools* promulgated on the same date, "is intended to ensure a gradual implementation of the *General Law on Schools,* to adapt the existing situation in the system of education in the country to its provisions, and to determine the manner of its application, and rights, obligations and other conditions which are to make possible a full switch-over to the system of education determined by the Law."

The *Introductory Law* relates to action in the Republics to draw up plans, enact laws, and establish regulations within the framework of the *General Law on Schools.* It establishes authority for the Federal Executive Council "to pass, if necessary, more detailed regulations on the implementation of the General Law on Schools and this Law, as well as to determine by its regulations the kind of instruction offered by individual types of schools, which is to be recognized under the Law on Civil Servants as a secondary, higher or high professional training."

Under Article 20, "The Secretariat for Education and Culture of the Federal Executive Council shall take care of implementation of this Law." It prepares draft laws for action by the Federal People's Assembly or the Federal Executive Council and acts as a Federal organ of administration with which the Republics are concerned in the field of education and culture. As a nondirect self-management organ in the field of education, it has authority to control, within the framework of the law, the work of organs of direct management without having authority to intervene in direct school management.

Municipal People's Committees in each Republic are concerned with such legality of work relating to schools except for higher professional schools and universities and other institutions of higher learning. The District People's Committees have a similar concern relating to higher professional schools and the Republic Executive Council has it for institutions at higher education level. The Secretariat for Education and Culture is concerned with seeing that Federal bases and principles relating to education are implemented in accordance with provisions of Federal law.

Financial resources for maintenance of schools are provided by school founders—People's Committees of districts and muncipalities, representative organs of the Republics and of the Federation, and social and economic organizations concerned. Organs of direct management of the school make annual estimates of financial needs and funds are allocated by founders in a total amount for personnel and other expenses.

Within the Federation there are various funds earmarked for support of specific schools. For instance, some additional funds are appropriated from special Economic Funds to provide for building and equipment of professional and technical schools and their workshops and for Pupils' Homes.

The instruction plan and program for elementary, secondary, vocational, and high vocational schools are prescribed by the Republic Council for Education within the framework of bases determined by the Council for Education of Yugoslavia.

Article 86 of the *General Law on Schools* provides for training of teachers in special schools for different levels of teaching. Teachers also may be trained in other schools provided they receive appropriate pedagogical education. In addition to supervisory work of the educational-pedagogic service (organized as separate professional institutions in the districts in a Republic) the institutions of this service assist teachers in their professional training. They organize seminars, courses, and other professional training for teachers. The work is performed by consultants selected from among educational personnel deemed to be outstanding in their fields.

Article 16 of the *Introductory Law* provides for the Secretariat for Education and Culture "to introduce . . . the regulations on recognition and equalization of school certificates." Companion Article 16 in the *General Law on Schools* provides for schools to issue certificates of completion of schooling with certificates of a particular level issued in one Republic having equal value in any other Republic in the country.

Under Article 17 of the *Introductory Law*, the Federal Executive Council has authority to pass regulations on health protection of pupils. Publication of elementary and secondary textbooks falls within the jurisdiction of Republic Councils of Education. Republic Executive Councils exercise approving authority within the framework of general principles for the writing of textbooks determined by the Educational Council of Yugoslavia.

In the field of private education, Federal law authorizes religious organizations to establish theological schools for the education of priests. These schools are authorized to be outside the framework of the public education system.

Universities and other schools of higher learning may be founded only by the Republic Assemblies and the Federal People's Assembly.

The Secretariat for Education and Culture does not operate schools. Research at the Federal level comes under the Federal Office for Study of School and Educational Problems. Under Article 172 of the *General Law on Schools*, it examines educational problems, follows "the results and achievements in the field of pedagogical theory and practice," and helps develop measures to be applied.

Within the Federal province, other separate and specialized institutions have been established to deal with particular problems. For example, there are a Federal Institute for Protection of Monuments of Culture, a Bibliographical Institute, a Lexicographic Institute, a Commission for International Cultural Relations, and a Yugoslav National Commission for UNESCO.

The Yugoslav National Commission for UNESCO was established by *Decree* of November 22, 1950 as an advisory body. The Secretary for Education and Culture is an ex officio member. This National Commission and the Secretariat for Education and Culture and other institutions such as universities deal with establishment of educational links with other countries and with foreign organizations.

Administration

Federal laws and regulations are published in the *Official Gazette of the Federal People's Republic of Yugoslavia (Službeni list Federativne Narodne Republike Jugoslavije)* which is available to the public. The Secretariat for Education and Culture of the Federal Executive Council maintains regular relations with Republic Councils for Education rather than the schools themselves. In exceptional cases when necessary to collect urgently needed data, it may get in direct touch with local organs concerned with education.

Republics publish their laws and regulations in their official gazettes. Instructions and other measures usually are forwarded to educational institutions through local organs of administration. In urgent cases within the exclusive competence of the Republics, such instructions may be given directly to schools and educational institutions.

Educational authorities at Federal, Republic, and local levels make use of experts as consultants and collaborate with professional groups in studying problems in the field of education. Private citizens and parents of students may make suggestions to educational organs. At various meetings of teachers and parents and in public meetings in general, suggestions may be advanced for improving schools.

APPENDIX A

Study Plan and Methods

DETAILS PERTINENT to reliability and validity are presented here for those concerned with plans, methods, and experience involved in this study MINISTRIES OF EDUCATION: THEIR FUNCTIONS AND ORGANIZATION or with the conduct of multinational studies in general.

Recognition of a preponderance of dissimilarities concerning educational administration at National level in the Governments cooperating in this study and lack of international standardization of terms in the field of education caused the project to be planned from the start as a two-part bulletin. To the extent data permitted, Part I was to contain comparative analyses of replies to the questionnaire and Part II the supporting data summarized in National sections.

Documents and Letters

The first formal steps in initiating the study were preparation and transmission of a proposal by the International Educational Relations Branch for the Office of Education to undertake a study of Ministries of Education. This proposal was approved by the United States Commissioner of Education on August 9, 1956.

Five papers then were prepared as a basis for inviting intra- and intergovernmental action. One was a covering instruction drafted with the intention of asking the United States Department of State to use it in forwarding basic papers to American posts abroad. Basic papers included the questionnaire, a draft communication to guide those presenting the project to other Governments on their native soil, a background statement, and a letter announcing the study to Diplomatic Missions accredited in the United States of America with copy to counterpart American Diplomatic Missions abroad.

Technical review of education substance in these documents rested with the Office of Education. After that review had been made, intragovernmental meetings were initiated on October 2, 1956. Their purpose was to explain the project to staff and elicit cooperation of other parts of the Government which would be directly concerned in Missions abroad.

The meetings set in motion informal administrative review machinery preparatory to formal review and Executive Branch concurrence. Personnel in attendance represented fields primarily outside that of education. Most of the participants had lived in one or more of the foreign Nations to be invited to cooperate in the study.

At this stage, review was concerned with three points—assistance other parts of the Government might provide, understandability of documents for reading in different settings, and means for reducing burdens which cooperating Governments would be asked to assume. On December 6, 1956, the collection of papers was transmitted in the form of a Joint Message of the United States Department of State and the United States Information Agency to American posts abroad.

1. Covering Instruction

The covering instruction advised American Diplomatic Missions of the request by the United States Department of Health, Education, and Welfare for Department of State, International Cooperation Administration, and United States Information Agency assistance in a research project on Ministries of Education which the Office of Education wished to undertake with assistance of other Governments. The other Governments to be invited to cooperate were the 79 exchanging regular Diplomatic Missions with the United States of America at that time.[1]

Each American Diplomatic Mission was asked to designate a cultural or other appropriate officer to present a formal communication and explain the project in person to appropriate officials in the Government which was its host. The instruction stated why the study was being launched as a Government project through diplomatic channels to other Governments (not technical channels of the United States Commissioner of Education with Ministers of Education). First, the Mission was situated on the spot for person to person contact between the host Government and the Government of the United States of America. Secondly, the Mission offered an established means for interpretation of the letter and questionnaire in the appropriate language for the host Government.

---

[1] These 79 and the United States of America were the only ones receiving the questionnaire although regular Diplomatic Missions later were exchanged with other Nations such as those emerging after December 6, 1956.

Answers to the questionnaire reproduced in Appendix B could be keyed to numbers without restating questions. Applicable official, published information could be supplied and keyed to specific question numbers when it obviated writing separate answers. If a Nation had no non-self-governing territories and administered no Trust Territories on behalf of the United Nations, question 12 on educational administration in such areas could be deleted from the questionnaire.

Missions could identify earlier despatches when host Governments already had provided copies of pertinent legislation and other documentation which Missions had forwarded to Washington at an earlier date. Such reference would make it possible to identify the particular part of the Government which had the material so it could be borrowed for use in the study.

2. The Questionnaire

The Office of Education questionnaire answered by United States Foreign Service personnel for the 1930 study of Ministries of Education [2] was the starting point in designing the United States questionnaire to be sent to Governments in connection with the second study.

In the first study, the questionnaire was sent to United States Foreign Service personnel who had a common National heritage. In the second, English usually was not the native language of those receiving the questionnaire and National heritages varied from country to country. These differences magnified potential difficulty in interpreting the questionnaire in view of the fact that uniformity of interpretation implies standardization of meaning which the first major UNESCO survey showed was practically non-existent in the field of education in 1951.[3]

Drafting the Questions

First, consideration was given to the possibility of defining words and phrases. This technique did not seem particularly workable for multinational use where the very words in definitions might further complicate the problem of interpretation. Specific definitions were held to a minimum. *Public schools* and

---

[2] James F. Abel. *National Ministries of Education.* United States Department of the Interior, Office of Education Bulletin, 1930, No. 12. Washington: Government Printing Office, 1930. p. 125–26. [The questionnaire is reproduced in Appendix G.]

[3] UNESCO. *World Handbook of Educational Organization and Statistics.* First Edition. Paris: the Organization, 1951. p. 17.

private schools are defined in connection with question 6 on Ministry jurisdiction over schools. *Institutions of higher learning* are defined and supplementary explanatory material is included in connection with question 9 on Ministry control over such institutions.

These few terms were singled out for definition because both public and private schools and institutions of higher learning of one sort or another are to be found in most Nations and existing educational literature indicates wide variation among Nations in what each type represents. Governments report on such institutions and less often define them in their education issuances—prepared primarily for domestic readers where the institutions are known.

It was hoped that the three definitions, by their arbitrary nature, might encourage replies of sufficient detail to clarify what a particular Government meant when it used those terms. In general, it seemed more practicable to try to uncover specific meanings by wording certain questions to encourage information in more than one context as evidenced in questions 5, 7, and 8.

Also pertinent to wording of questions are such factors as number, complexity, and scope. The number of questionnaires being sent to Governments had increased by leaps and bounds after 1945 when new intergovernmental organizations became operative. The United States of America was among the Governments struggling in intergovernmental forums to reduce the number to a minimum. It seemed particularly appropriate, then, that any United States questionnaire to other Governments be in as short and simple a form as possible consistent with its purpose.

At the same time, the task was complicated by the fact that suggestions were made to add questions not asked in the first questionnaire. It was at this point that "Specific guides" were introduced to spell out purpose of individual questions. This technique also permitted inclusion of check lists which made it possible to concentrate on major questions and reduce the number with several parts. It also was hoped that check lists might encourage sufficient detail of similar type in the various replies to make for publication of more comprehensive country sections than appeared in the first study.[4]

In general, substance of questions for the first study was retained in the second in the interest of comparing the two studies.

---

[4] The first study contains detail on selected National level bodies in education with Appendix IV giving "A Brief Statement of the History and Present Legal Status of the National Ministry of Education in each Country;" namely, one to three paragraphs relating to each of the 55 political entities represented.

Question 7 on the expense of maintaining the Ministry asked in the first questionnaire was omitted in the second. Instead, "General instructions" were included at the beginning of the questionnaire encouraging Governments to submit certain readily available financial information for background purposes.

It was not intended that expenditure data would be included in analysis of replies because of problems in relating National expenditures to National income and converting value into one standard equivalent for meaningful presentation. One of those problems involves comparability between a freely convertible currency (subject to fluctuation in rate of exchange in terms of purchasing power when the exchange is made) and an officially pegged artificial rate (or several for different purposes) used for a controlled currency. Then, too, it is not necessary to cross an international border to realize that a particular sum will purchase differing amounts in different places depending on cost of living where it is spent.

These relations of expenditure to income, value to rate of exchange, and expenditure to cost of living are some facets of the problem of comparability of multinational expenditure data which made it seem wise to omit a query on Ministry expenditure data. UNESCO was working on this problem of financial equivalents. In addition, some financial information pertinent to technical assistance activities also was becoming available to Governments in connection with planning and execution of multilateral and bilateral programs.

Question 13 on responsibility for international educational relations is the one not in the first questionnaire. Its inclusion in the second reflects intergovernmental developments since the first study was made.

Finally, information was needed which would facilitate positioning Ministry of Education organization and functions within National framework as a whole. General instructions at the beginning of the questionnaire reflect types of legal and other official reference materials to be used for this purpose.[5]

3. Invitation to Governments

The second enclosure to the message to American Diplomatic Missions was the draft letter of invitation reproduced as Appendix C. It was prepared to establish general uniformity in formal presentation of the project while allowing for variations to meet local need. Whether or not the communication would be addressed to the Minister of Foreign Affairs or Minister of Education or some other official would depend on practice in the particular Nation.

---

[5] The six copies of supporting documentation requested in "General instruction 3" reflect interest of parts of the United States Government other than the Office of Education. For example, ICA as well as the Office of Education is concerned with technical assistance requested by other Governments in the field of education.

It was desirable to have the questionnaire answered promptly. On the other hand, timing needed to take account of prevailing conditions where the questionnaire was received. In Washington, budgetary planning for the study needed to be geared to timing of various stages of the work.

The letter outlined purpose of the research to gather in one published place "authoritative information" on Ministries of Education and other pertinent bodies as a means of assisting interested persons. Among such persons are (1) those concerned with preparation for and participation in intergovernmental conferences dealing with agenda items related to education, (2) those working on multilateral or bilateral technical assistance programs in education, (3) educational missions going from one country to another, (4) personnel on exchange programs and other visitors crossing international borders for purposes related to education, and (5) comparative educators and scholars.

The letter also announced plans to supply pertinent portions of the study to host Governments for review in the interest of accuracy. It promised that the published findings would be made available to each cooperating Government. Attached were the questionnaire and certain background information. In addition, the letter advised Governments that the Acting United States Commissioner of Education[6] was informing Chief Diplomatic Representatives accredited in the United States of America that the study was being launched. Finally, the letter expressed the hope that the host Government would cooperate in the project believed to be of mutual interest.

4. Background Information

Supplementary information attached to the letter of invitation is reproduced as Appendix D. It calls attention to the first study, states the purpose of the second, and gives information on education in the United States of America.

---

[6] As United States Commissioner of Education, Dr. Samuel M. Brownell approved the plan to initiate this study. After Dr. Brownell's resignation, the President named Dr. Lawrence G. Derthick on November 28, 1956. The Joint Message on the study was transmitted between that date and December 20, 1956 when Dr. Derthick took his oath of office and was sworn in. After National elections, the new President named Dr. Sterling M. McMurrin to the post on January 31, 1961. Dr. McMurrin took his oath of office and was sworn in on April 4, 1961.

This background information was supplied both for American Diplomatic Missions and host Governments. Some Missions abroad have no cultural or information officer and either an economic or political officer would be presenting the project to the host Government. It was hoped that the material might be useful in answering questions which the host Government might raise. The background statement also was intended for presentation to host Governments as an initial evidence of appreciation for information they were being asked to supply.

5. Letter to Diplomatic Representatives

Reproduced as Appendix E is the letter sent by the Acting United States Commissioner of Education to the Chief Diplomatic Representative of each Government with which the United States of America exchanged regular Missions at the time the letter was mailed on December 10, 1956. This letter was sent to the person heading the Embassy or Legation—the Ambassador, the Minister, or the Chargé d'Affaires ad interim (who automatically assumes charge during temporary absence of the Ambassador or Minister). These diplomats were stationed in Washington with the exception of one then representing his Government in two National Capitals.

The letter served to inform regular Diplomatic Missions accredited in the United States of America of action which counterpart American Diplomatic Missions were taking abroad so that appropriate personnel away from their homelands as well as on native soil would know about the project from the beginning. The action had a dual purpose—extending a courtesy to Governments being invited to cooperate on the project and paving the way for later transmission of National sections.

The letter announced the project and the plan for review of pertinent material. It also promised that published findings would be made available to cooperating Governments. One of the two enclosures contained the questionnaire in abbreviated form without "General instructions" and "Specific guides." The other contained information on the previous study and on purposes of the second. Like the draft letter of invitation to Governments, the letter also stated the belief that the study would be of mutual interest and expressed the hope that the Government would cooperate.

Multinational Coverage

Credit goes to the National Government in the Grand Duchy of Luxembourg for the first reply forwarded on January 25, 1957. Within 2 months after the December 6, 1956 Joint Message left Washington, 17 replies had been transmitted out of a potential of 80—a number reduced to 79 when the former Republics of Egypt and Syria became Regions of the United Arab Republic proclaimed on February 1, 1958.

By June 1957, the next inventory revealed 47 replies from abroad. A general followup with American Missions then was planned in 26 cases where records indicated a reply might be received at a later date. Three messages sent on June 28, 1957 were designed to fit particular circumstances.[7] The fourth was sent on July 12, 1957 as an identical Joint Message to Missions in 23 other Nations. It requested a status report by August 15, 1957. It advised that the Office of Education would postpone transmittal of draft National sections for review and would delay overall analysis until total number of replies to be expected were in hand. A cutoff date of September 30, 1957 was indicated for receipt of replies to the questionnaire.

Number of Returns

The 1957 cutoff date proved unrealistic. The last of 19 Government answers from Nations represented in the 26 followup messages was transmitted on May 8, 1958. One Government not included in the followup also responded. Adding the domestic reply to those from abroad, the total now stood at 68 and the assumption was made on July 18, 1958 that this number represented the maximum to be expected. Actually, the 69th was transmitted on October 21, 1958.

The term *cooperating Governments* became a short way of identifying the Governments responding to the United States questionnaire. It does not infer that the other 10 were uncooperative.[8]

---

[7] For example, a message to the Mission in Pretoria advised that the separately transmitted attachments to the reply from the Government of the Union of South Africa had been received while the reply to which they referred had not arrived. Duplicate data were supplied through courtesy of the Government and its Embassy in Washington.

[8] For example, the Government of the Swiss Confederation which has no Federal level Ministry of Education indicated that education, "with few exceptions" is under Cantonal jurisdiction and "neither a correct nor clear picture" is likely to result from consulting the Cantons and trying to relate information to administration at the National level.

In another case, a revolution began in the Hungarian People's Republic on October 23 and ended on November 4, 1956 shortly before the questionnaire was transmitted.

Information on Analysis and Interpretation

Questionnaire techniques were developed to encourage as much comparable data as possible. Plans also were developed for action after replies were received—on handling data from official sources, preparing country summaries, inviting Governments concerned to review sections in advance of publication, dating summaries, and the like.

Use of data from official sources aims at preserving the character of the study as one based on the cooperation of Governments. Some Governments included quasi-official materials in their replies. Several gave official character to a few nongovernmental issuances by citing them as authoritative information. In both cases, such data were used. Extensive materials by private scholars were examined for clues in resolution of apparent inconsistencies and as cross-checks in interpreting official data—not incorporation of their findings in the study itself.

Inclusion of National sections establishes a means for presenting summaries identifying official materials used in comparative analysis and showing differences accounting for limitations in scope of that analysis. Inviting Governments to review summaries is one means of recognizing a difference between a study initiated multilaterally and one initiated by a single Government.

Governments represented in an intergovernmental session such as the UNESCO General Conference may decide to have the Secretariat circularize Member States for information on a subject like education which is primarily within the domestic competence of Nations. Plan for the study, procedures for carrying it out, and form it takes are based on multilateral decision. The Secretariat working on the project is international. Published findings bear the imprimatur of the intergovernmental organization.

In contrast, study plan, analysis of data, and publication of findings are handled unilaterally when the Government of one sovereign Nation circularizes Governments of other sovereign Nations for similar information. If the study is to be the multinational study it purports to be, it is appropriate to invite cooperating Governments to check on accuracy of interpretations made of data they supplied—including nuances involved in converting material from one language into another.

National sections are dated to take account of the practical impossibility of having material about many Nations current at the same recent time. This technique makes it possible to relate country summaries to their specific points in history.

Source Materials

Data used in the study include (1) replies to the questionnaire received in unpublished form from 69 Governments, (2) letters and any unpublished attachments received from 41 Governments in response to invitations to review National sections, (3) published documentation attached to or specifically identified in Government replies, (4) other documentation mentioned in Government submissions to the extent they could be located, (5) intergovernmental documents in addition to those specifically mentioned by the 69 Governments as cited in Part I of the study, and (6) two editions of a nongovernmental English language compilation of National Constitutions. One nongovernmental compilation of intergovernmental and interuniversity agreements is cited.[9]

Government replies to the questionnaire sometimes included phrases such as "according to law" in a particular field or "according to a report" of an identified official body without naming the specific law or report. Effort to locate these documents started in the foreign and intergovernmental collections of the Office of Education; the Department of Health, Education, and Welfare Library; and the Library of Congress. To the extent appropriate, it progressed through collections in Washington in other Federal Departments and agencies and in the United Nations Information Centre. Sometimes none of these resources proved fruitful. When the search related to legislation, checks then were made with appropriate Embassies. Through their courtesies, several laws were obtained on loan.

When the original Government version or one of the official intergovernmental versions of materials is in English, quotations are from Constitutions, statutes, related codes, and reports of Nations and intergovernmental organizations. Otherwise, existing translations were used to the extent possible. The first sources were translations supplied in Government replies. Next, translations of National materials made by intergovernmental organizations were used. For example, some of the Constitutional Law of French and Spanish speaking American Republics has been translated into English by the OAS Department of Legal Affairs in the Pan American Union.

---

[9] de Miranda, Manuel, editor. *Recueil des Accords concernant L'Équivalence des Titres, Diplômes et Certificats de Scolarité.* Paris: Association Internationale des Universités, Bureau International des Universités (*Collection of Agreements concerning Equivalence of Degrees, Diplomas and School Certificates.* Paris: International Association of Universities, International Bureau of Universities), 1954. Looseleaf with supplements. [UNESCO convened the preparatory conference in Utrecht in 1948 which resulted in founding of this Association in December 1950. Members are individual universities and other institutions of similar rank. Some are Government institutions. UNESCO has a formal agreement with the Association and negotiates study contracts with it. The Association's clearinghouse activities are operated in collaboration with UNESCO. In particular fields of higher education, the Association also collaborates with other specialized agencies such as FAO and WHO.]

For 15 National sections, sources used for English translations of Constitutional provisions are 2 editions of copyrighted nongovernmental compilations of the *Constitutions of Nations* quoted through the courtesy and with the permission of the compiler, Amos J. Peaslee.[10] Where no translations were available, they were made specifically for this study.

Some indication of complexity involved in analysis and interpretation of data is reflected in types of multilanguage source material used in the study; namely:

Unpublished materials supplied in replies from Governments

Constitutions of Nations and other basic laws and decrees having the force of law which establish legal framework of administration

General and specialized laws, decrees, orders, regulations, and procedures on education

Reports and informational and professional publications of bodies concerned with policy formulation, advisory assistance, and/or operating responsibility related to education; namely, Ministries of Education; official standing and special boards, commissions, committees, councils, and organizations; Government schools; and quasi-official bodies

Materials related to other fields (such as health and social welfare) which include provisions of direct concern to educational administration

Organization charts and other graphic and tabular materials

International law such as Constitutions, Statutes, and Resolutions of pertinent intergovernmental organizations; multilateral and bilateral agreements, conventions, and treaties related to education; and pertinent opinions of the International Court of Justice

Intergovernmental recommendations to Ministries of Education or to Governments such as those developed by Member States of IBE and of UNESCO

Official records and reports of intergovernmental conferences and meetings, and

Intergovernmental organization agreements for inter-Secretariat cooperation.

---

[10] *First Edition*. Concord, New Hampshire: The Rumford Press, 3 Volumes, 1950. *Second Edition*. The Hague: Martinus Nijhoff, 3 Volumes, 1956. [Amos J. Peaslee has served as a United States official attached to the White House to advise on International Law and Organization and in an ambassadorial capacity in an embassy abroad. He also has served in assignments with the International Bar Association, the American Branch of the International Law Association, the American Society of International Law at the San Francisco Peace Conference of 1945, and the American Commission to Negotiate Peace at Versailles in 1919.]

Format and Style

Certain detail in National sections is presented for orientation to particular practice and is omitted in overall analysis. With few exceptions, multinational analysis is based on data in Part II of the study. One exception relates to the question asked on the Minister's term of office [11] with the aim of constructing a general table—not for singling out length of an individual Minister's term of service.

Quantity of documentation coupled with space limitations precludes annexing of a separate bibliography covering the many hundreds of official sources used in the study. Published sources are identified by footnote as they are used in Part I. In Part II, they are indicated in context to the extent space permits. There are two reasons for the difference in practice.

Documentation cited in Part I appears in original form in one or more languages in general use in intergovernmental conferences. Represented in context in Part II are documents in many languages. As a clue to specific ones, the practice is to mention language provisions found in examining Constitutional or other basic law for the particular Nation.

The second reason for a different way of presenting sources in Part II is based on need to have a means for identifying data added after Government review comments had been taken into account. Except for these footnotes, additions or changes in National sections are limited to format matters relating to consistency with the study as a whole. For example, a transliteration might be inserted, a subhead shortened, or an abbreviation of a name substituted for the full form already identified earlier in the study.

Footnotes in Part II usually contain data made available through routine exchange of Government publications after summaries were in final form. These footnotes are reserved *solely* to reflect additions after Governments had received the summaries and comments had been taken into account.

Standard United States Government printing practices are followed in general format of the publication and in style of text. To the extent consistent with Government data available, National sections have a standard format to facilitate comparisons and to reduce possibility of errors in interpretation.

They start with introductory material as an aid to positioning of educational data in the National setting. The rest of the data supplied or referenced by Governments are summarized under headings paralleling major sections of the United States questionnaire—official bodies in education; organization; authority, responsibility, and functions; and administration. To the extent possible, law is quoted rather than interpreted. Value judgments representing views of particular Governments also are quoted. Alphabetical or chronological presentation of information in series is followed in general in country summaries except where an individual Government suggested arrangement in order of importance as it viewed the series.

---

[11] Question 8. b. in Appendix L.

Certain "apparent" inconsistencies occur throughout the study in spelling and other usages in the same and in different contexts. A word appearing in general text may be spelled one way. When the same word is used as a part of a proper name, spelling follows style in official publications of the particular Government or intergovernmental organization. To the extent that particular Governments use standard forms in English translation and transliteration, their forms are used. For example, the Spanish *Ministerio de Educación Pública* may appear in English in one context as *Ministry of Public Education* and in another as *Ministry of Education.*

Content of National Sections

Three goals determine content of National sections. The first is to position educational administration at the National level within context—not as an isolated activity. To the extent provided, this information is summarized from Constitutional and/or other basic legislation or decrees having the force of law and from historical data supplied by Governments. Appropriate to this practice is the caution that legal authority and power to control exercise of that authority may rest in different places.

The second goal is the provision of historically accurate information up to the point in history to which the summary extends. The third is related to the second—to provide a key to pertinent original sources from many lands.

In the interest of accuracy, effort is made to provide sufficient detail in National sections to provide keys to comparative analyses. References to official published sources given in National sections are intended to facilitate the task of those wishing to locate additional detail or to check reliability of statements made.

Where sources are given in a general form or are not cited, data are summarized from typewritten Government answers to specific questions and from attached unpublished materials including charts and graphs. Among data taken from unpublished portions of Government replies are some references to superseded executive and legislative actions which Governments mentioned for historical purposes without giving precise citations.

Length of National Sections

National sections were held in Washington until a decision could be made on apportionment of space available for summaries. That decision was postponed until assumption was made that the total number of expected replies had been received. Then, budgetary plans for the study were related to data in hand. Pages earmarked for National sections totaled the equivalent of 8 double-spaced manuscript pages for each. This allotment fixed the overall space for Part II of the study without being arbitrary for individual summaries.

In terms of specific National sections, the principle of "equal space treatment" first was applied to amount of data received. Replies ranged in length from one having two pages to another containing over a hundred pages and nearly a hundred attachments. The principle of "equal space treatment" then was applied to general availability of official source materials in English, and total space available for published findings.

Where possible, number of pages in National sections transmitted for review were held to less than the maximum earmarked to allow for additions representing changes occurring after replies were received to the questionnaire. Spread in length between the shortest and the longest summary increased somewhat on receipt of reviews by Governments.

Terminology

International standardization of terms usually develops to meet need. There can be little doubt that need for comparing one educational program with another has existed for a long time. Movements of people within a Nation and migrations from many lands brought together people who had studied under different educational programs.

After the first World War more students began taking part of their formal training in foreign lands. Through the years natural catastrophes, strife, and war caused millions of people to be displaced or to be refugees. Changing from an educational program in one Nation to that in a different Nation or entering the work force in a different Nation brought countless occasions for relating past educational records to new circumstances.[12]

The historic character of education meant that approaches to the problem of comparison began domestically. Interest spread to international nongovernmental organizations. Some Nations made intergovernmental agreements relating to "equivalency" in education.[13] Intergovernmental needs came into sharper focus after establishment of the United Nations family of decision-making organizations and related technical assistance and cooperation in education.

Glossaries such as those in the World Survey of Education series offer one of various evidences that efforts are being made to tackle the problem of standardization of terminology. In the broad sweep of history, the work is in its infancy. Standardization of terms in the field of education is a goal—not a fact. Review of National sections by Governments concerned provided a cross-check on accuracy of interpretations made on meaning of terms.

Variety of Languages

Complicating the problem of interpretation is the variety of languages involved. Official records of intergovernmental conferences and meetings of the United Nations family of organizations offer countless illustrations of efforts to attain comparable precision in meaning of debates interpreted simultaneously in different languages and of different language editions of the same document. In keeping with applicable procedural rules, these sessions often are concerned with three to five languages.[14] The problem multiplies when additional languages are involved.

---

[12] Nearly 70 thousand foreign students were studying in the United States of America in the 1960–61 school year. Thousands of citizens and recent immigrants have studied abroad. Professions and agencies at State and local levels handle most problems of relating foreign educational records to educational levels on admission to domestic schooling or to domestic qualification requirements for employment and pay scale purposes. Some are referred to the Office of Education at National level for recommendation. In 1919, the Office of Education recorded receipt of 19 requests. In the 1938–39 school year, the number was 1,040. Yearly totals dropped during hostilities of World War II and then increased to 5,355 in 1960–61. One set of records might represent schooling in several Nations perhaps partly under war conditions and in emergency tutorial programs.

[13] *See*, for example, de Miranda, Manuel, editor. *Op. cit.*

[14] GA rules of procedure 51–59 *in* Document *A/3660* of 6 September 1957, 45 p. as corrected, explain use of Chinese, English, French, Russian, and Spanish as "official languages" and English, French, and Spanish as "working languages."

In this study, replies arrived in English (written as a native or a foreign language or as a translation with or without the original), French, German, Italian, Polish, Portuguese, Russian, Serbo-Croatian, Spanish, and Swedish. Supporting documentation—particularly that which was referenced rather than attached—covered a wider range including such additional languages as Arabic, Bahasa Indonesia, Chinese, Danish, Dutch, Greek, Hebrew, Hindi, Irish, Japanese, Korean, Lao, Thai, Turkish, and Viet-Namese. Reviews of summaries by Governments concerned offered a means for cross-checking accuracy of interpretations and translations.

Invitation to Review National Sections

Invitations to Governments to review appropriate National sections provide a means for expressing appreciation for cooperation received. They also extend into the intergovernmental arena the courtesy one individual might be expected to accord another before publishing an interpretation of information the other supplied on his own affairs.[15] In addition, they pose certain potential difficulties. For this unilaterally initiated project, one is relevant to timing for completion of the study. Others relate to use of comments received.

Suggested Timing for Comments

A diplomatic representative might acknowledge receipt of the summary and omit any statement which would prejudice action by his Government on the time when substantive comments might be forthcoming or on the likelihood that they would be forthcoming. Sovereignty and the international comity of Nations preclude a Government from issuing a deadline for action by Governments of other nations. One Government may suggest a time schedule appropriate to its own actions in a particular set of circumstances and, as appropriate, include a loophole for possible modification in timing.

Invitations aimed to take account of anticipated contingencies, follow intergovernmental practice and, at the same time, provide a basis for proceeding with the study. Three months after transmitting a summary was suggested as the cutoff date for comments so that Governments might advise the Office of Education if additional time seemed appropriate. Some Governments requested more time in order to assemble information on later developments and agreed-upon time schedules were established.

---

[15] International Secretariats may take similar action when they compile National sections from Government data instead of reproducing submissions. Depending on timing requirements and type of document, they may issue it in preliminary form as a working paper and then reissue it in permanent form as a public document after Governments have had a chance to review it and debate has occurred.

Use of Comments Received

Inviting Governments to review appropriate National sections implies use is to be made of comments and supplementary information received. At the same time, it could be expected that some Governments might supply material in excess of space available for incorporating it. Some might supply data outside the terms of reference for the study.

Two techniques for dealing with these potential problems were planned. One was to word invitations in such a way that they might help to reduce the problem. The other was to take up problems with appropriate Diplomatic Missions in Washington as a means of showing Governments the courtesy of knowing in advance of publication in the event of major briefing or of deletion of material supplied.

General Content of Invitations

Appendix F presents a sample of the letters the United States Commissioner of Education sent to Chief Diplomatic Representatives inviting cooperating Governments to review pertinent National sections. In general, letters were similar in content. In specifics, they were tailored to individual circumstances.

Each called attention to the informational letter of December 10, 1956. Attached were copies of the appropriate summary in English so that the Diplomatic Mission might have a copy and also one or more for its home Government without necessity of reproducing it in that language form. The summary was enclosed in duplicate except where more than one "Ministry of Education" was involved. Then additional copies were enclosed in the event review occurred in more than one place.

Each invitation suggested that it would be helpful to have comments "as soon as the statement had been checked." It added that the Office of Education would assume the Government interposed no question as to the accuracy of the summary if no comments were received within 3 months after date of the invitation to review it. When the summary was one of the longer drafts, the letter suggested that it would be helpful if comments could be made in such a way that they might be taken into account without increasing overall length of the summary. Governments also were invited to supply specified types of pictorial materials.[16]

Number and Timing of Responses

The actual time schedule is shown here for the 41 responses to the 69 invitations to review National sections:

13 within 3 months
17 within 4 months
5 within 5 months
5 within 6 months, and
1 within 8 months.

In accordance with the letter of invitation, it was assumed that the 28 Governments not sending review comments found the National sections to be accurate as submitted.

Government Channels

Channels used by Governments in their relations with another Government vary according to procedures in effect in those Governments and application of those procedures to particular stages of action. They may be diplomatic or technical or some combination of the two. Some actions may be formal and some informal. This study reflects the various types of procedures first by the Government of the United States of America in announcing the study and then by other Governments in cooperating on it.

Replies to the questionnaire reached the Office of Education in four ways. The majority were supplied by Governments to American Diplomatic Missions which sent them by despatch to the

---

[16] Reproductions of official seals received in response to this invitation appear on the covers of this bulletin and are identified at the end on p. 684. According to usage in the particular "Ministry of Education," the reproduction represents the seal of the education entity itself, its leader, the entity encompassing education, or the National Government. Some Governments advised that a seal was not in use in their education entities.

Pictures relating to the work of National level "Ministries of Education" were supplied by 27 Governments for their total of 29 such entities. In addition to a picture for each of these "Ministries of Education," a few others from the same 27 Governments are included in the study. The note concerning these pictures which appears in the table of contents, at the beginning of the list of illustrations and the plan outlined in the sample invitation to Governments reproduced in Appendix F indicate that "subject matter content" rather than country representation was the criterion for inclusion of pictures.

Department of State for transmittal to the Office of Education in response to the Joint Message transmitting the questionnaire to Missions on December 6, 1956. Some were sent by Governments to their Missions accredited in Washington which, in turn, forwarded them to the Office of Education in response to the December 10, 1956 letter from the Acting United States Commissioner of Education to Chief Diplomatic Representatives. One Government supplied information to a representative of the Office of Education who was on an official mission to that Government's Ministry of Education at the time. The reply from another Government was mailed by the Minister of Education to the Office of Education.

In general, comments on National sections were received from Diplomatic Representatives in Washington who transmitted views of their Governments to the Office of Education. One reply was forwarded for the Government concerned by a United States citizen on a bilateral technical assistance mission cooperating with the Ministry of Education under an ICA Education Contract. Another representing a reply related to part of the particular summary, reached the Office of Education from the Foreign Relations unit in the Nation's National level Ministry concerned with education.

Interviewing Techniques

For the first study, foreign and domestic educators deemed knowledgeable about educational administration in specific countries were interviewed in Washington as occasion permitted. In this study, interviews had a different focus. Abroad, they related to announcement of the study, presentation of the questionnaire, and assisting other Governments on their questions. In Washington, there were interviews of similar type as occasion arose. There also were some discussions with Embassy personnel on such matters as translation or transliteration of names, obtaining a document and, in a few cases, use to be made of supplementary information supplied by a Government after review of summary—particularly where amount exceeded space limitations for the study.

By correspondence or interviews, the Office of Education wished cooperating Governments to know in advance of publication when it was necessary to make what might be considered fairly extensive briefing of supplementary data or to omit information for one reason or another. By way of illustration, supplementary data sometimes focussed on subjects beyond terms of reference of the study—educational administration at other than National level, political as distinct from educational relations with other Nations, and the like.

Chronology

Over 3 years elapsed between transmission of the initial Joint Message and receipt of the last material supplied by Governments for use in the study. Below in chronological sequence is a time schedule summary prior to the period involved in having the study printed and distributed:

1956

- August 9—approval of the study proposal by the United States Commissioner of Education
- October 2—initiation of intragovernmental discussion
- December 6—Joint Message to American Diplomatic Missions abroad as a basis for inviting cooperation of other Governments
- December 10—letter of announcement to Chief Diplomatic Representatives accredited in Washington

1957

- January 25—transmittal of the first reply to the questionnaire
- June 28 and July 12—request for status report from 26 American posts abroad

1958

- May 8--transmittal of the 68th reply to the questionnaire
- July 18—assumption that maximum number of replies were in hand and transmittal of the first National section for review
- October 21—transmittal of the 69th or last reply to the questionnaire
- November 17 and 19—receipt of the first response to the invitation to review and sending of letter notifying the Government of action taken to complete the summary

1959

- October 6—transmittal of 69th National section for review

1960

- January 5 and 13—transmittal of 41st reply to 69 invitations to review National sections and letter notifying the Government of action taken to complete the summary
- December 16—completion of the over-all analysis of National sections and of the text in Part I.

APPENDIX B

United States Questionnaire on Ministries of Education

December 6, 1956

(To obtain authoritative information for a study by the Office of Education of the U.S. Department of Health, Education, and Welfare with the cooperation of Ministries of other Governments, the U.S. Department of State, the International Cooperation Administration, and the U.S. Information Agency, for the use of officials of Government, professional organizations, educators and the general public.)

General Instructions

1. *Column A* below contains the questions on which replies are requested. To make for uniformity in interpretation, *Column B* below contains guides for use in interpreting the meaning and purpose of specific questions. The official (or officials) of the cooperating Government is requested to consult with the U.S. Officer for such assistance as may be required.

2. The questions need not be repeated in the reply, provided the answers are keyed to the numbering in the questionnaire.

3. Where possible, *six* copies of the constitution, basic laws, decrees of national character, official reports and organizational and functional charts are requested as supporting data. When such documents already are available in English it will be appreciated if the English language copies are supplied.

4. Documentation cited in, but not forwarded with, the reply, should include complete bibliographical information in the language of publication; namely, full name of issuing agency and/or author; full title (including any sub-title); volume, revised edition, serial, or part number, if any; place of publication; publisher; date of publication; total number of pages; and specific page reference.

5. No question has been included on budget because of difficulties in collecting comparable data, relating them to national income and converting them into realistic dollar equivalents. It will be appreciated, however, if such current official data as may be readily available are forwarded on the budget for educational research and the budget for the Ministry itself (as distinct from funds the Ministry may expend for the operation of educational and cultural institutions), and the relationship of these budgets to the total budget for education in the country, the total national budget and national income for the country.

6. Please give the full name and title of the Official (or Officials) in the cooperating Government who supplies the information so that a copy of the

pertinent portions of the manuscript may be returned for review as to accuracy.

Questionnaire—Column A	*Specific guides—Column B*
THE PLACE IN GOVERNMENT OF THE MINISTRY OF EDUCATION OR OTHER OFFICIAL BODY OR BODIES CONCERNED WITH EDUCATION	
1. What Ministry or other official body or bodies is concerned with education for the nation?	1. To reveal the location of the national responsibility for functions in the field of education. The answer should be sufficiently detailed so that answers to other questions using the term "Ministry" or "Minister" can be clearly interpreted within its context. (There may be a Ministry of Education, a Ministry dealing with two or more areas such as a Ministry of Education and Health or a Ministry of Welfare; a non-Ministerial level agency only; or no national agency responsible for education functions; or some different set-up. In each case, specific education functions may or may not be scattered throughout other national agencies such as a Ministry of Agriculture or a Ministry of Labor.)
1. a. When was it established?	1. a. Cite date of original establishment to reveal the historical basis. If a major reorganization or a major break in operations occurred, cite dates of re-establishment also.
1. b. What is its full title today?	
2. Is provision made in the constitution and/or laws of the country for the Ministry?	2. Answer in terms of the constitution and/or laws currently operative and cite legal references.
3. How is the Minister chosen?	3. To reveal detail concerning the appointive, civil service, elective or other category of the position.
3. a. For what term of office?	3. a. To reveal the specific term or indefinite nature of incumbency. Any established procedure for removal should be included here.
3. b. When did the incumbent begin service in his present office and when did his immediate predecessor begin service in the same position?	3. b. To reflect turnover: the month as well as year (if the actual day cannot be supplied) should be given in each case.
3. c. What is the Minister's exact title?	3. c. Self-explanatory.
3. d. What legal qualifications, if any, must the Minister meet to occupy this position?	3. d. Cite legal references for qualifications given.

Questionnaire—Column A	*Specific guides—Column B*
4. Is the Minister responsible primarily to the Executive or the Legislative Branch of the Government?	4. To help clarify the Minister's specific place in the structure and organization of Government.
4. a. What is the position held by his immediate superior?	4. a. Same as above.
4. b. Is the Minister a member, *ex-officio* or otherwise of any other Branch of the Government?	4. b. Same as above. Give details.
ORGANIZATION OF THE MINISTRY	
5. Into what divisions or sections is the Ministry organized and what are the particular powers and duties of each?	5. If the Ministry deals with education and cultural services other than schools, colleges and universities (such as libraries, museums, art galleries, theaters), include them here. Organizational and functional charts will be appreciated.
AUTHORITY, RESPONSIBILITY, AND FUNCTIONS OF THE MINISTRY	
6. Does the Ministry have jurisdiction over all the schools?	6. To reveal the responsibility of the Ministry which performs the major education functions, for public and private schools, colleges and universities throughout the country. (Institutions which are *controlled* by the nation, province, state, city or other political entity or combination of political entities are here defined as *public* regardless of their religious, parochial or secular character and/or the source of financial support. Those which are *controlled* by any other body are here defined as *private*.) If this Ministry does not have jurisdiction over all these educational institutions, list the public and private types (such as nursery or early preschool; kindergarten; elementary or primary, secondary or highschool; vocational including agricultural, home economics, trade and industrial or technical; college or university undergraduate, graduate and post-graduate; and military) and state where the responsibility is vested.
7. What authority does the Ministry have?	7. To reveal whether the ministry is primarily an advisory-consultative body without the power of control (such as the U.S. Office of Education) or primarily an administrative-executive body with powers of control. For comparison with findings of the 1930 study, information is desired specifically on the power of the Ministry to:

Questionnaire—Column A	*Specific guides—Column B*
	a. Decide number, location and kinds of schools and other educational and cultural institutions in the country, b. Determine funds used annually, particular activities to which funds are applied and how they are allocated, c. Determine or influence the amount of non-national funds (provincial, state, city, rural, etc.) to be used for school purposes, d. Decide what shall be taught in schools by establishing curricula and courses of study, issuing examinations, supervising (inspecting) schools, or by other means, e. Decide how and when subjects shall be taught, f. Fix regulations for training of teachers and school administrators and to control standards for and licensing of teachers and administrators, g. Select, appoint, promote, assign or dismiss teachers and other school employees and fix their salaries, h. Promote professional relations in education, i. Make and enforce compulsory school attendance and child labor laws, j. Make and enforce regulations regarding the construction of school buildings, their heating, lighting, ventilation, and general sanitation, k. Finance the construction of schools, l. Provide for health examination and general physical care of the school children, m. Determine pupil promotions, grant diplomas of graduation and confer degrees, n. Prepare, select, publish, purchase or distribute textbooks, and o. Perform other functions.
8. Does the Ministry have control over private schools, and, if so, in what ways?	8. Guide 6. above is a check list for this question.
9. Does the Ministry have control over institutions of higher learning and if so, in what ways?	9. Guide 6. above is a check list for this question. (Institutions of higher learning are here defined as colleges and universities and professional and technical schools beyond the secondary level.) Indicate the educational levels (such as technical, undergraduate, graduate, and post-graduate) with years of preparatory work required for admission and the types (such as the arts, theology, law, medicine and science) that are classified as institutions of higher learning.

Questionnaire—Column A	*Specific guides—Column B*
10. Does the Ministry actually operate any schools, institutions of higher learning or other educational or cultural activities such as libraries, museums, art galleries, and/or theaters?	10. To reveal the extent of the operating as distinct from the policy, planning, programming, and procedural authority and responsibility of the Ministry for each activity.
11. What is the nature and extent of research activities performed by the Ministry?	11. To reveal the kinds and the scope of the research. Cite the names of any current major studies.
12. If the country has Non-Self-Governing Territories, how and by what Ministry is education in these Territories administered?	12. To reveal details for comparison with the educational system and location of governmental authority for education for the mainland (sometimes called the "metropolitan country").
13. What is the responsibility of the Ministry for international educational and cultural relations?	13. To reveal: a. Variety and scope of the activities, b. The way in which the Ministry may serve the Foreign Office in developing the country's international policy presented at inter-governmental conferences having agenda items dealing with education, c. The location in Government structure and the relationship of the Ministry to the National Commission for UNESCO, if such a consultative body has been organized in keeping with Article VII of the UNESCO Constitution, and d. The way in which the Ministry may participate in technical assistance activities provided to or requested from other countries, inter-governmental organizations (such as UNESCO and the UN), and international Non-Governmental Organizations (such as the World Confederation of Organizations of the Teaching Profession).
ADMINISTRATION	
14. How are policies, rules, regulations and directions of the Ministry brought to the attention of administrators, teachers and others directly concerned?	14. To reveal the way information flows from the national level on down.

Questionnaire—Column A	*Specific guides—Column B*
15. Are suggestions and/or recommendations relative to planning, developing and/or financing the education program made to the Ministry by communities, the professional groups, private citizens and others, and if so, how?	15. To reveal the flow of information from the local level on up and the extent of participation by the profession and the public. If there are commissions, boards or committees to advise the Minister, these should be identified by name, composition, and function. If there are Parent-Teacher organizations in the school system, the relationship of the Ministry should be indicated.

APPENDIX C

Draft Communication for Use in Personally Presenting the Questionnaire

December 6, 1956

The Office of Education of the U.S. Department of Health, Education, and Welfare is embarking on a major research project relating to *Ministries of Education: Their Functions and Organization* which it believes will be valuable to other countries as well as to the U.S.A.

The purpose of the study is to gather in one published place current authoritative information on Ministries of Education and other official bodies dealing with education around the world for use in connection with:

1. The preparation for participation in international conferences having agenda items dealing with education and for use in connection with plans for technical assistance programs,
2. Assisting educational missions abroad,
3. Receiving educators from other countries and helping to plan programs which will be most beneficial to such persons, and
4. Comparative education work carried on by Governments, educational institutions, administrators, teachers, and research scholars.

To complete a study of such scope necessitates the cooperation of appropriate Ministries in other countries as well as the cooperation of many other parts of the Government of the U.S.A., including the Department of State, the International Cooperation Administration and the U.S. Information Agency.

The Government of the U.S.A. hopes, therefore, that the Government of [name] will cooperate in this project by providing the information requested in the questionnaire attached as Enclosure 1, to the [name of the U.S. Diplomatic Mission] by [date].

Because of the wide variation in policy, organization, and administrative practice throughout the world, specific guides have been provided to clarify the meaning of questions which might be subject to different interpretations.

Enclosure 2 calls attention to the first study on this subject published by the U.S. Office of Education in 1930 with the cooperation of Ministries in other countries and provides background information on education in the U.S. which might be helpful to your Government.

To assure the greatest possible accuracy, it is the plan of the U.S. Office of Education to furnish each cooperating Government with pertinent portions of the manuscript so it will have the opportunity to review them prior to publication and make pertinent suggestions and correct any errors of fact. A copy of the published findings also will be sent to each cooperating Government.

For the information of your Government, the U.S. Acting Commissioner of Education is sending a letter to all the Embassies in Washington informing them of the study.

The Government of the U.S.A. believes the study will be of mutual interest to our respective Governments and hopes it can count on the cooperation of the Government of [name] in its preparation.

Enclosures:
2 as stated.[1]

---

[1] *See* Appendixes B and D for information contained in Enclosures 1 and 2 mentioned in this draft communication.

APPENDIX D

Background Information for Governments

December 6, 1956

1. *Previous study:* A questionnaire similar to the one attached was the basis for a survey of Ministries of Education in other countries prepared by Dr. James F. Abel. His study (now out of print) was issued in 1930 as Office of Education Bulletin No. 12 entitled: *National Ministries of Education.* Since 1930, extensive changes have occurred in the legal status, authority, functions, organization and administration of Ministries of Education and other official bodies dealing with education. Among the factors contributing to these changes are the political orientation of Governments, shifts in national boundaries, international surveys and assistance to Governments, and the emergence of independent Nations in formerly non-self-governed areas.

2. *Purpose of Study:* The current study aims to gather in one published place current, authoritative information on Ministries of Education and other official bodies dealing with education, for use in connection with:

a. The preparation for participation in international conferences having agenda items dealing with education and for use in connection with plans for technical assistance programs,
b. Assisting educational missions abroad,
c. Receiving educators from other countries and helping to plan programs which will be most beneficial to such persons, and
d. Comparative education work carried on by Governments, educational institutions, administrators, teachers, and research scholars.

3. *Fundamental principles:* The basic principles underlying education in the United States of America are:

a. Everyone is entitled to equal educational opportunity,
b. Education is essential to the maintenance of democracy,
c. Education is a responsibility of the people, and
d. Control of education is vested in the people through their State or Territorial and local authorities.

4. *Educational levels:* In general, pupils spend 12 years in elementary and secondary (high) school before receiving a diploma for entrance at the college or University level. The 12 years may be divided into eight years for elementary school and four for secondary school or six for elementary school and three for junior high school and three for senior high school or six years for elementary school and six for high school. After completion of secondary schooling, the student spends four years in a college or university to earn a bachelor's degree, one to two years in graduate school to earn a master's degree, and a total of three to four years, depending on the professional field (including the work at the master's level), in the graduate school to earn a

doctor's degree. Ages for compulsory school attendance usually are seven to 16 years. In some States the age level is as low as six and extends to 18 years. One in every four persons in the U.S. is enrolled in school. The literacy rate in the U.S. is 97.5%.

5. *Responsibility for functions:* In the U.S. responsibility for functions relating to *public* education is shared at the various levels of Government. The decentralized system of education makes generalization difficult. However, responsibility substantially falls into the following pattern:

a. *Local:* Operation and maintenance of schools are primarily local functions. There are over 60,000 local school districts varying in size and differing in number of schools involved.[1] The local board of education sets policies within the framework of State or Territorial law and the regulations of the State or Territorial Department of Education. In cooperation with teachers, the board works out and adopts courses of study for its schools. The board prepares the school budget; employs teachers and other school employees; provides, equips, and maintains school buildings; purchases supplies; and arrange transportation for pupils living too far from school to walk. The board is composed of lay members and a professional educator acting as superintendent of the administrative district. Lay members vary in number from three to 15, with nine being the more common number. Most lay board members are elected to office; about 5% are appointed.

b. *Intermediate:* Approximately three-fourths of the States have intermediate levels in their public education system. These intermediate levels normally provide services rather than operate schools.

c. *State or Territorial:* Determination of educational policy and establishment of standards and regulations are chiefly within the province of the States and Territories.

d. *National:* The Office of Education serves as the principal research and advisory agency for the country in the field of education.

6. *Office of Education:* The Office of Education, like the Public Health Service and the Social Security Administration, is one of the three major parts of the Department of Health, Education, and Welfare. It is the nearest counterpart in the U.S. Governmental structure to a Ministry of Education in other countries. It was established in the Executive Branch of the Government by Act of Congress on March 2, 1867. In 1869, it became a part of the Department of the Interior and in 1939 was transferred to the newly created Federal Security Agency. On April 11, 1953, the Federal Security Agency was raised to the status of a Federal Department and headed by a Secretary who is appointed by the President of the United States of America and sits in his Cabinet. The Commissioner of Education also is appointed by the President. He reports to the Secretary of Health, Education, and Welfare.

a. *Authority and functions:* Powers, including those related to education, which are not vested in the Federal Government by the U.S. Constitution, are reserved to the States. Thus, instead of exercising control over public or private education, the Office exercises leadership in the field of education through:

---

[1] Consolidation of some local school districts occurred after this Appendix was written in 1956. For school year 1957-58, the number was 47,594. By 1960, the number was 42,429.

(1) *Research:* The Office identifies problems in education calling for research and action programs; provides leadership and impetus for such research including contract or jointly financed research in cooperation with colleges, unversities and State and Territorial education agencies; conducts research on problems of broad significance such as housing and staffing the Nation's schools and on such subjects as Ministries of Education; and collects, analyzes and publishes national statistics on education at all levels.

(2) *Services:* The Office provides leadership and professional advisory services to State and Territorial Departments of Education, local school systems, institutions of higher learning, professional and related organizations and the public to aid in improving educational practice, including the organization and management of school systems, colleges and universities; methods of instruction; preparation of teachers; higher education programs; educational legislation; and international education. It secures and disseminates information with respect to education in the U.S. and other countries; evaluates educational and related social trends; and engages in surveys and other special studies. It provides advisory services to or conducts programs for other agencies such as teacher and other educational exchanges, education programs for veterans, and college housing loans.

(3) *Administration of grants:* The Office administers grants to States and Territories for vocational education and training for persons in or preparing to enter agriculture, home economics, practical nursing, the distributive occupations, and trade and industry; for preparing teachers in these fields; for the support of instruction and facilities for instruction in agriculture and the mechanic arts in colleges and universities established for this purpose under the Federal Land Grant Act of 1862; for extending public library services to rural areas; and for construction and current operating expenses of schools in areas affected by Federal activities.

b. *Organization:* As chief education officer in the Federal Government and executive head of the Office, the Commissioner of Education determines policy and program objectives for the operation of the Office, renders consultative service to educational agencies, coordinates the work of the Office with related programs in the Department of Health, Education, and Welfare, serves in a liaison capacity with the Executive, Legislative, and Judicial Branches of the Government; advises with national, State and Territorial, and local officials on educational problems; is a member *ex officio* of the Commission on Licensure in the District of Columbia and of the Vocational Rehabilitation and Advisory Committee to the Administrator of the Veterans Administration; represents the Office on the Board of Foreign Scholarships; and is a Government representative on the U.S. National Commission for UNESCO. An Assistant Commissioner of Education coordinates the activities of program divisions and branches in each of the functional areas of research, services, and administration of grants. The principal program areas are:

(1) Research, including statistical services,
(2) State and Local School Systems,
(3) Vocational Education,
(4) Higher Education,
(5) Rural Libraries Services,
(6) School Assistance in Federally Affected Areas, and
(7) International Education.

c. *International Education:* The Office of Education, through its Division of International Education, assists schools and institutions of higher learning in the U.S. to give American students information about other lands and peoples. It provides teaching aids, interprets educational experience of foreign students in terms of education in the U.S., provides technical assistance for international conferences, and advises the Veterans Administration on courses of study and degrees in foreign institutions which apply for approval to admit U.S. Veterans for training under the provisions of the Veterans Readjustment Assistance Act of 1952. It assists the Department of State and the International Cooperation Administration by developing and evaluating educational programs and preparing lists of books and materials for missions going abroad under U.S. technical assistance missions; recruits American teachers for oversea duty under Smith-Mundt and Fulbright programs; arranges interchanges and exchanges of teachers between the United States and other countries; maintains a clearinghouse of information on exchanges, and arranges training programs for teachers and school administrators from countries in which the United States and/or the United Nations and Specialized Agency programs are operating.

APPENDIX E

Announcement of Study to Diplomatic Missions Accredited in Washington

DEPARTMENT OF
HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION
WASHINGTON 25, D.C.

December 10, 1956

HIS EXCELLENCY
Ambassador of
Washington, D.C.

DEAR MR. AMBASSADOR:

A major function of the United States Office of Education is educational research. In particular, we stress research projects of broad significance which States, Territories, groups, and individuals in the United States of America would find it difficult or impossible to carry out.

The Office of Education now is embarking on a major research project relating to *Ministries of Education: Their Functions and Organization* which it hopes to complete with the cooperation of Ministries in other countries and our own Department of State, United States Information Agency, and International Cooperation Administration.

Enclosure 1 is a copy of the questionnaire which is being sent to our major post in your country with the request that a United States Foreign Service Officer be designated to present and explain it to the appropriate Officials in your country with a view to obtaining the information. *Enclosure 2* provides information about a previous study published by the Office and indicates the purpose of the present study.

To assure the greatest possible accuracy, it is our plan to furnish each cooperating Government with pertinent portions of the manuscript so it will have the opportunity to review them and correct any errors of fact prior to publication. A copy of the published findings also will be made available to each cooperating Government.

We believe the study will be of mutual interest and hope we may count on the cooperation of your Government in its preparation.

Sincerely yours,

(Sgd.) WAYNE O. REED,
Wayne O. Reed,
Acting Commissioner of Education.

Enclosures (2)[1]

---

[1] Enclosure 1 corresponds to data exclusive of "General instructions" and "Specific guides—Column B"; namely, the opening paragraph and "Questionnaire—Column A" in Appendix B. Enclosure 2 corresponds to Paragraphs 1 and 2 in Appendix D.

APPENDIX F

Sample of Invitations to Review National Sections

DEPARTMENT OF
HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION
WASHINGTON 25, D.C.

DEAR MR. AMBASSADOR:

Dr. Wayne O. Reed, then Acting Commissioner of Education, wrote to you on December 10, 1956 concerning a research project relating to *Ministries of Education: Their Functions and Organization* which the United States Office of Education was undertaking with the cooperation of other Governments. A reply to the United States questionnaire was received from your Government.

When the study is completed, it is to include an over-all analysis of the replies followed by brief factual summaries of data on each country. In keeping with the plan outlined to your Government, there is enclosed in duplicate a copy of this summary pertaining to your country.

It is forwarded prior to publication to make it possible for your Government to call to our attention any error of fact which it may contain. To assure similar treatment of data from each country, we have followed the outline presented in the United States questionnaire.

It will be helpful to us if we may hear from your Government as soon as the statement has been checked. It will be appreciated, too, if any suggested changes can be made in such a way as not to increase the over-all length. If a reply has not been received within three months after the date of this letter, the United States Office of Education will assume that your Government interposes no question as to the accuracy of the attached summary.

In order to make the study as attractive as possible, we hope to include a photograph of the seal of the National Ministry concerned with education in each country and about twenty additional pictures which illustrate specific points in the study. Whether or not this plan can be followed will depend upon success in obtaining photographs (glossy prints) which are about 8 inches by 10 inches in over-all size. If your Government has available a photograph of the seal of the Ministry and other photographs which it would like to supply for possible use in the study, we will welcome receiving them.

In view of the fact that responses relating to nearly seventy countries have been received and about twenty pictures in addition to those of seals are the maximum which can be published, your Government will understand that these twenty pictures will represent subject matter content rather than each country. As of possible help in making your selection of any pictures you decide to send, our staff suggests that photographs may have a wider appeal if they are action pictures pertaining to specific functions performed by the Ministry. The staff also suggests that functions which are handled differently than in other countries might be of particular pictorial interest. It is planned that pictures which cannot be included in the published work will be used in exhibits and releases at the time the study comes from the press.

For your information, the United States Department of State informed us at the time your Government's reply was transmitted to us that ______________ was the official of your Government who dealt with ______________ of our Embassy in ______________ in making your Government's reply to the United States questionnaire available to us.

Permit me, Mr. Ambassador, to express to you on behalf of the United States Office of Education, our sincere appreciation for the cooperation which your Government has given to help make possible the study on Ministries of Education.

Sincerely yours,

(Sgd.) L. G. DERTHICK,
L. G. Derthick,
U.S. Commissioner of Education.

Enclosure—1 in duplicate.

APPENDIX G

Office of Education Questionnaire on Ministries of Education [1930 Study][1]

1. Is there a responsible ministry of education or other body that is concerned with matters of education for the entire nation?

2. Does it have jurisdiction over all the schools? If not, list the types of schools or education that are under other ministries.

3. Is the ministry of education provided for in the constitution or the laws, or both, of the country? Cite legal references.

4. How is the minister chosen? By whom? For what term or office?

5. Is the office considered to be political or nonpolitical? Is the minister generally some one who has been successful in educational work?

6. Into what different divisions or sections is the ministry organized and what particular powers and duties has each section?

7. What is the annual expense of maintaining the ministry? (Not including any national funds granted either directly or indirectly to the schools.)

8. What authority has the ministry:
    (a) To decide the number, location, and kind of schools in the country?
    (b) To determine the amount of national funds that are used annually for education, the particular phases of educational activity to which they shall be applied, and how they shall be allocated?
    (c) To determine or influence the amount of local funds that shall be used for school purposes?
    (d) To decide what shall be taught in the schools, by enforcing certain curricula and courses of study, or by other means?
    (e) To decide how and when any subjects shall be taught?
    (f) To fix regulations for the training of teachers and school administrators, and to control the licensing of teachers and administrators?
    (g) To select, promote, or dismiss teachers and fix their salaries?
    (h) To make and enforce regulations in regard to compulsory school attendance and child labor?
    (i) To make and enforce regulations regarding the construction of school buildings, their heating, lighting, ventilation, and general sanitation?

---

[1] James F. Abel. *National Ministries of Education.* United States Department of the Interior, Office of Education Bulletin, 1930, No. 12. Washington: Government Printing Office, 1930, p. 125–26.

(j) To provide for health inspection and general physical care of the school children?

(k) To determine pupil promotions and grant diplomas of graduation and degrees?

9. In general is the ministry an advisory-consultative body or an administrative-executive body?

10. Is it in any sense a research organization? If so, indicate the nature of its research activities.

11. Does the ministry have any control over private schools?

12. Does the ministry have any control over institutions of university rank? If so, how and in what ways is its control expressed?

13. Is the minister a member, ex officio or otherwise, of any other branch of the Government?

14. Is the minister responsible primarily to the executive or to the legislative branch of the government, and to what extent is he responsible?

15. Is the ministry concerned only with the direct administration of schools of a federal district and territories, or with the schools of the entire nation?

16. If the country has colonial possessions, state fully how and by what branch of the government education in those possessions is administered.

17. How are the rules, regulations, and directions of the ministry brought to the attention of school officials?

APPENDIX H

Abbreviations and Their Meanings

AID—Agency for International Development of the United States of America (a merger of the Development Loan Fund and ICA under provisions of *Public Law 87-195* of September 4, 1961)

ASFEC—Arab States Fundamental Education Centre (Sers el Layan, Region of Egypt, United Arab Republic—opened on January 20, 1953 for materials production, research, and training under agreement between the Government of the former Republic of Egypt and UNESCO with the collaboration of other specialized agencies)

CADES—*Campanha de Aperfeiçoamento e Difusão do Ensino Secundário* (Campaign for Improvement and Diffusion of Secondary Education—attached to an organ of special administration of the Ministry of Education and Culture in the United States of Brazil)

CAEC—*Campanha de Aperfeiçoamento e Expansão do Ensino Comercial* (Campaign for Improvement and Expansion of Commercial Education—attached to an organ of special administration of the Ministry of Education and Culture in the United States of Brazil)

CAGE—*Campanha de Formação de Geólogos* (Campaign for the Training of Geologists—attached to an organ of special administration of the Ministry of Education and Culture in the United States of Brazil)

CALDEME—*Campanha do Livro Didáctico e Manuais do Ensino* (Campaign on Textbooks and Teaching Manuals—attached to an executive organ of the Ministry of Education and Culture in the United States of Brazil)

CARE—Cooperative for American Relief to Everywhere, Incorporated (with "R" standing for "Remittances" prior to May 1959 change in name, this National nongovernmental organization in the United States of America is based at 660 First Avenue, New York 16, New York; it supplies food, textile, and self-help packages—including those in the field of education—and has consultative status with ECOSOC and UNICEF in the United Nations)

CBPE—*Centro Brasileiro de Pesquisas Educacionais* (Brazilian Center of Educational Research—functioning under an executive organ of the Ministry of Education and Culture in the United States of Brazil)

CCTA—*Commission de Co-opération Technique en Afrique au Sud du Sahara* (Commission for Technical Co-operation in Africa South of the Sahara—an intergovernmental body under London Agreement of January 18, 1954 with office addresses at 43 Parliament Street, London SW 1, England and Post Box 1575, Bukavu, Republic of the Congo)

CILEME—*Campanha de Inquéritos e Levantamentos do Ensino Médio e Elementar* (Campaign to Inquire Into and Elevate Elementary and Secondary Education—attached to an executive organ of the Ministry of Education and Culture in the United States of Brazil)

Colombo Plan—Colombo Plan for Co-operative Economic Development in South and South-East Asia (published by the Commonwealth Consultative Committee on South and South-East Asia on November 28, 1950 for entry into force on July 1, 1951, it grew out of an international association of "friendly Nations" conceived by Ministers of States in the Commonwealth of Nations and it established a framework for development programs of Asian Member States; the United States of America, participating in bilateral programs for economic cooperation in the area, joined this association soon after its inception)

CREFAL—*Centro Regional de Educación Fundamental para la América Latina* (Regional Fundamental Education Center for Latin America, Pátzcuaro, Michoacán—operated on May 9, 1951 under agreement by UNESCO and the Government of the United Mexican States)

ECOSOC—Economic and Social Council (which, like the Security and Trusteeship Councils, reports to the United Nations GA with some of its specific responsibilities being to make recommendations to the GA and take action on requests from the Assembly which are in the economic and social fields, coordinate the work of specialized agencies affiliated with the United Nations, and consult with appropriate intergovernmental and nongovernmental organizations)

ETAP—Expanded Technical Assistance Programme (established by ECOSOC *Resolution 222 (IX)* of August 14-15, 1949, approved by GA *Resolution 304 (IV)* of November 16, 1949, operative after voluntary pledges at a Technical Assistance Conference of June 14-16, 1950 began to be paid, managed by the United Nations with participation of assisting and recipient Governments and affiliated specialized agencies, and concerned with technical assistance including that in education which is pertinent to economic development of underdeveloped countries—in contrast with Regular Programmes of Technical Assistance financed from membership assessments on Member States, administered by individual organizations with participation of assisting and recipient Governments, and concerned with technical assistance to Member States in general)

FAO—Food and Agriculture Organization of the United Nations (a specialized agency affiliated with the United Nations, based in Rome, Italian Republic, and operational since October 16, 1945 when its Constitution was signed)

GA—General Assembly (legislative body of the United Nations operational since January 10, 1946 and consisting of representatives of 79 Member States when the study was launched on December 6, 1956 and 104 as of December 14, 1961)

IBE—International Bureau of Education (operative first as an international nongovernmental organization from December 1925 until its July 25, 1929 *Statutes* provided for Government memberships, financed by its members and UNESCO subventions, and located in Palais Wilson, Geneva, Swiss Confederation)

ICA—International Cooperation Administration of the United States of America (a semi-autonomous agency within the Department of State working with other countries in technical cooperation and other programs and being the July 1, 1955 successor of the Economic Cooperation Administration operative April 3, 1948-October 9, 1951, Mutual Security

Agency operative October 10, 1951-July 31, 1953, and Foreign Operations Administration operative August 1, 1953-June 30, 1955; *see* AID)

ICETEX—*Instituto Colombiano de Especialización Técnica en el Exterior* (Colombian Institute for Specialized Technical Training Abroad—administratively autonomous dependency of the Ministry of National Education of the Republic of Colombia)

IIIC—International Institute of Intellectual Co-operation (formerly based in Paris, handling League of Nations intellectual cooperation activities beginning in 1925, and ceasing to exist after UNESCO took over property rights of the League in the Institute under authority of GA *Resolution 71 (I)* of November 19, 1946)

ILO—International Labour Organisation (a specialized agency affiliated with the United Nations, operative from April 11, 1919 under its own Constitution, and based in Geneva, Swiss Confederation)

INEP—*Instituto Nacional de Estudos Pedagógicos* (National Institute of Educational Studies—an executive organ of the Ministry of Education and Culture in the United States of Brazil)

ISEB—*Instituto Superior de Estudos Brasileiros* (Higher Institute for Brazilian Studies—attached to an executive organ of the Ministry of Education and Culture in the United States of Brazil)

JULEP—Joint UNESCO-Liberia Education Project (established under a *UNESCO-Republic of Liberia Agreement* of August 14, 1950)

NATO—North Atlantic Treaty Organization (an intergovernmental mutual security organization established on April 4, 1949, based in Palais de Chaillot, Paris 16e, French Republic, and also having education and training activities)

OAS—Organization of American States (with organizational historical antecedents tracing back to The International Union of American Republics created on April 14, 1890, it is based in Washington, operates under its own Charter which entered into force on December 13, 1951, and also serves as the Western Hemisphere regional agency within the United Nations)

ODECA—*Organización de Estados Centroamericanos* (Organization of Central American States—operative since January 9, 1952 and based in the Central American Office, San Salvador, Republic of El Salvador)

RSC—Revised Statutes of Canada

RSFSR—Russian Soviet Federative Socialist Republic (one of the Soviet Republics within the Union of Soviet Socialist Republics)

SCHAER—*Service Coopératif Haitiano-Américain d'Éducation Rurale* (Haitian-American Cooperative Rural Education Service—collaborating with the Departments of Agriculture and of National Education in the Republic of Haiti)

SCIDE—*Servicio Cooperativo Inter-Americano de Educación* (Inter-American Cooperative Service in Education—bilateral Service working with the Ministry of Public Education in the Republic of Guatemala)

SPC—South Pacific Commission (created by Agreement which opened for signature in Canberra on February 6, 1947, was signed by Governments of the Commonwealth of Australia, French Republic, Kingdom of the

Netherlands, New Zealand, United Kingdom of Great Britain and Northern Ireland, and United States of America, and entered into force on July 29, 1949 to promote "the economic and social welfare and advancement of the peoples of the non-self-governing territories in the South Pacific region administered by them")

Stat. L.—Statutes at Large

UNESCO—United Nations Educational, Scientific and Cultural Organization (a specialized agency affiliated with the United Nations, operating under its own Constitution which entered into force on November 4, 1946, and based in Paris, French Republic)

UNICEF—United Nations Children's Fund (established by GA *Resolution 57 (I)* on December 11, 1946 as the United Nations International Children's Emergency Fund, with name change by GA *Resolution 802 (VIII)* of October 6, 1953 which retained the UNICEF symbol, and concerned with needs of children and equipment and supplies to help meet those needs)

UNKRA—United Nations Korean Reconstruction Agency (established by GA *Resolution 410 (V)* of December 1, 1950 to conduct a program of "relief and rehabilitation" in the Republic of Korea)

U.S.—United States

U.S.A.—United States of America

U.S.C.—United States Code

U.S.S.R.—Union of Soviet Socialist Republics

WHO—World Health Organization (a specialized agency of the United Nations based in Geneva, Swiss Confederation, and operating under its own Constitution which entered into force on April 7, 1948)

COVER SEAL IDENTIFICATION

Reproductions of official seals used by National level "Ministries of Education" were received for use in this study in response to the invitation extended to Governments answering the United States questionnaire. Identification of these reproductions is given in the order in which they appear on the cover. Identification starts with the left hand column of both the front and the back of the book and continues from top to bottom of each column.

FRONT COVER

- Secretary of State for Scotland
- Ministry of Education for Northern Ireland
- The Department of Education—Ireland
- Ministry of Education—Republic of Turkey
- Department of National Education—Republic of Viet-Nam
- Kingdom of Norway
- Ministry of Education and Culture—State of Israel
- Ministry of Education—Kingdom of Denmark
- French Republic
- Ministry of Education—Republic of China
- Royal Ministry of Education and Ecclesiastical Affairs—Kingdom of Sweden

BACK COVER

- Federal Ministry for Education—Republic of Austria
- Department of Health, Education, and Welfare United States of America
- Ministry of Education—Japan
- Ministry of Education—Kingdom of Nepal
- Ministry of Education—England and Wales
- Ministry of National Education—Kingdom of Laos
- Department of Education—Republic of the Philippines
- Minister of Education—Republic of Korea
- Commonwealth of Australia
- Ministry of Public Instruction—Italian Republic
- Ministry of Education—Republic of Iceland

☆ U. S. GOVERNMENT PRINTING OFFICE 1962—598897